



Higher National unit specification

General information

Unit title: Store Design (SCQF level 8)

Unit code: HJ3T 35

Superclass: BC

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Source: SQA

Version: 01

Unit purpose

This unit is designed to enable learners to identify and explain the major design and layout considerations in planning store interiors and exteriors to optimise the customer experience and maximise sales.

Outcomes

On completion of the unit the learner should be able to:

- 1 Discuss the contribution of store design in creating a positive sales environment.
- 2 Analyse the external store design formats adopted by different types of retailers.
- 3 Analyse the internal store design formats adopted by different types of retailers.
- 4 Examine the various store layouts used to maximise sales.
- 5 Plan and design a store interior for a retailer.

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

Recommended entry to the unit

Access is at the discretion of the centre. However, experience within the retail environment and/or completion of the HN Units *Stock Presentation*, *Visual Merchandising* and/or *Stock Management* would be beneficial.

Higher National unit Specification: General information (cont)

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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

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 (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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.

Higher National unit specification: Statement of standards

Unit title: Store Design (SCQF level 8)

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

Discuss the contribution of store design in creating a positive sales environment.

Knowledge and/or skills

- ◆ Store design objectives
- ◆ Functions of store design

Outcome 2

Analyse the external store design formats adopted by different types of retailers.

Knowledge and/or skills

- ◆ Store position
- ◆ Store frontage
- ◆ Environmental considerations

Outcome 3

Analyse the internal store design formats adopted by different types of retailers.

Knowledge and/or skills

- ◆ Store aesthetics and atmospherics
- ◆ Fixtures and fittings
- ◆ Visual merchandising
- ◆ In-store communications
- ◆ Security of store and merchandise
- ◆ Safety considerations

Outcome 4

Examine the various store layouts used to maximise sales.

Knowledge and/or skills

- ◆ Different types of layout
- ◆ Allocation of space
- ◆ Space calculations

Higher National unit specification: Statement of standards (cont)

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Outcome 5

Plan and design a store interior for a retailer.

Knowledge and/or skills

- ◆ Image and target markets
- ◆ Planning and designing a store interior

Evidence requirements for this unit

Outcome 1

The learner will provide evidence that s/he can discuss the objectives and function of retail design in creating a positive sales environment. This can be in the form of written or oral evidence. The evidence should accurately:

- ◆ identify and analyse store design objectives.
- ◆ explain and analyse the functions of store design.

Outcome 2

The learner will be required to provide evidence that s/he can critically analyse the various external design formats adopted by at least two retailers from different sectors of the industry. This can be in the form of written or oral evidence. The evidence should accurately:

- ◆ describe the visibility, compatibility and convenience in relation to the position of the store.
- ◆ identify the promotional and functional facilities of store frontage.
- ◆ demonstrate an understanding of the environmental factors that retailers are required to consider when planning external store design.

Outcome 3

A learner will be required to provide evidence that s/he can critically analyse the internal design formats adopted by at least two retailers from different sectors of the industry. This can be in the form of written or oral evidence. The evidence should accurately:

- ◆ analyse the contribution of store aesthetics to internal store design.
- ◆ analyse the contribution of atmospherics in the creation of a positive internal sales environment.
- ◆ analyse the suitability of the fixtures and fittings.
- ◆ demonstrate the use of visual merchandising as a promotional tool.
- ◆ evaluate the use of in-store communication methods to enhance the specified design formats.
- ◆ evaluate the design of the store in regard to a safe and secure store environment.

Higher National unit specification: Statement of standards (cont)

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Outcome 4

The learner will be required to provide evidence that s/he can analyse the effectiveness of layouts adopted by different retailers and be able to undertake space calculations. Oral or written evidence should be generated through closed book assessment undertaken in controlled conditions without reference to any notes, textbooks or any other materials. The evidence should be consistent and accurately:

- ◆ determine store layout patterns.
- ◆ explain the criteria that influences the decisions that relate to space allocation.
- ◆ determine the optimum layout to ensure maximum sales through the use of space calculations.

Outcome 5

Learners will be required to provide evidence to show they understand the suitability of a store design for their chosen retailer. This should be demonstrated through the planning and design of a store interior for retailer of their choice. The project should be supported by a short report or presentation which allows the learner to display their knowledge of:

- ◆ image and target markets.
- ◆ planning and designing a store interior.



Higher National unit Support Notes

Unit title: Store Design (SCQF level 8)

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 a qualification in HNC Retail Management in which Store Design is an optional unit or the HND Retail Management in which it is a core unit. Learners in employment wishing to develop their knowledge of the selling environment may also undertake it as a stand-alone unit.

The following notes give additional information on each outcome:

Outcome 1

Learners should be able to explain and analyse store design objectives in relation to relevant theories from three sources — Pleasant shopping environment conducive to making purchases; attracting customers; image differentiation; cost effective use of selling space; exterior/interior design reflecting store image and product offerings; encouraging increased time and spending within store.

Learners should be able to explain and analyse the function of store design in relation to relevant theories from three sources — Defining, optimising and organising space, provide visual communication, offer the customers an experience they cannot experience online (trying products before purchase and one to one service).

Outcome 2

Learners should be able to analyse store position and frontage in relation to visibility, compatibility and convenience; promotional/functional facility of store frontage, including fascia and entrance configurations and finishes, **environmental factors including building restrictions, laws and planning, climate and costs.**

Outcome 3

Learners should be able to analyse store **aesthetics** in relation to relevant theories — size; shape; balance; order and complexity, the visual element, **atmospherics** — light, colour, music, scent, tactility. **Atmospheric** — The theories of Levy and Weitz (2001) Retailing Management 4th Edition, **Colour** — Stone (2003) NJ 2003 Environmental View and Colour for a Stimulating Telemarketing Task, **Music** — Grewal (2003) Grewal.

Higher National unit Support Notes (cont)

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D. Baker.J.Levy.M.Voss. **Fixtures and Fittings** — Current shop designers and suppliers of fixtures and fittings — types of materials, quality, flexibility and suitability for the retailer.

Visual Merchandising — open/partial/closed windows, balance, symmetrical, asymmetrical, in-store displays, points of interest, focal point, layering, grouping. **In-store Communications** — Lifestyle graphics, signage, tickets, promotions, interactive media. Security and Safety of the Store — layout, entrances, visibility, risk assessment.

Levy and Weitz (2001) Retailing Management 4th Edition

Stone (2003) NJ 2003 Environmental View and Colour for a Stimulating Telemarketing Task, Grewal (2003) Grewal. D.,Baker.J.Levy.M.Voss.

International Review of Retail, Distribution and Consumer Research, 13, 2, 195-211

Dowling R — (1993) Femininity, Place and Commodities

Kotler P — (1973) Atmospherics as a Marketing Tool

Journal of Retailing 49, 4, 48-64

Journal of Retailing 58, 1, 34-57

Donovan R and Rossiter J. (1982) Store Atmosphere: An Environmental Psychology Approach

Outcome 4:

Learners should be able to analyse the different types of layout in relation to grid, free flow, boutique layouts — Levy and Weitz (2001) advantages and disadvantages and suitable display areas within stores.

Space — Sales/turnover, space ratios, space management, non-selling space, planograms, promotional events, trends.

Layout — Customer tracking, stock positioning, traffic flow.

Outcome 5:

Learners should be able to produce at least three of the following; a plan, an elevation, a model, perspective drawing or mood board. They will need guidance on how to prepare and use off plans, elevations and perspective drawings. This can be using software or t-square/scale ruler. The model should be to scale and the mood board should reflect all the materials/colour/fixtures and fittings.

Guidance on approaches to delivery of this unit

This unit is a core unit offered as part of the group award HND Retail Management and would normally be delivered in the second year of the course, however, it could be an optional double credit unit for learners undertaking the HNC Retail Management. It can be offered as a free-standing unit as it is not dependent on any previous wider retail knowledge. Outcomes 1, 2 and 3 can be completed as a single assessment.

Higher National unit Support Notes (cont)

Unit title: Store Design (SCQF level 8)

Outcome 4 could take the form of a case study that includes a practical exercise testing their ability to calculate space allocation. This will take the form of a closed book assessment.

Outcome 5 could be assessed by a short project or presentation.

Guidance on approaches to assessment of this unit

It is recommended that a single instrument be adopted for Outcomes 1, 2, and 3 of this unit. Learners should evaluate the contribution of store design in creating a positive sales environment, and analyse external and internal design formats adopted by various types of retailer. For example an assignment of 2,000–2,500 words (excluding appendices) could be undertaken. Time should be allocated for learners to undertake retail research and complete the open book assignment.

Outcome 4 could be assessed by two pieces of work. The first could take the form of a case study, and the second could be a practical exercise, for example a space calculation.

Outcome 5 could take the form of an assignment where the learner demonstrates his/her ability to plan and design a store interior for a retailer. The learner may choose a current retailer or may choose to create their own store name, image and target market. This assessment should allow the learner to apply the knowledge they have gained from Outcomes 1, 2 and 3.

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

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, 2 and 3 which requires 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 Outcome 5 in which learners can produce a report to detail the findings of their investigation.

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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 Outcome 1, 2 and 3 where 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. In Outcome 2 where learners should be able to analyse store position and frontage in relation to visibility, compatibility and convenience.

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 Outcome 5 where learners will 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 5 where learners will produce a report or presentation to detail the findings of their investigation.

History of changes to unit

Version	Description of change	Date

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General information for learners

Unit title: Store Design (SCQF level 8)

This unit is designed to enable you to identify and explain the major design considerations in planning store interiors and exteriors, capable of attracting and communicating with customers.

You should visit a variety of retailers noting the various internal and external design approaches.

On completion of the unit you will be able to explain the contribution of store design in creating a positive store environment by analysing external and internal store design formats adopted by various types of retailers and appreciate the importance of operating in a safe and secure sales environment.

You will also be able to identify the various store layouts used to maximise sales potential and become proficient in calculating space ratios.

There are a variety of assessment options available at HN and this is at the discretion of your centre. However, the following is recommended for this unit. In order to complete the unit successfully you will be required to achieve a satisfactory level of performance in four pieces of assessed work. To complete Assessment 1, which covers Outcomes 1, 2, and 3 you will be allocated time, towards the end of Outcome 3, to carry out research relating to two different retail approaches to store design. This assessment could take the form of an open book assignment of 2,000–2,500 words, excluding appendices.

Assessment 2, which covers Outcome 4, could take the form of a closed book case study, undertaken under controlled conditions, without reference to textbooks, notes or any other materials. Assessment 3, which also covers Outcome 4, could be a closed book space calculation, undertaken in controlled conditions.

Assessment 4 could be an open book assignment in which you will be required to demonstrate your ability to plan and design a store interior for a retailer of your choice.

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

- ◆ *Communication*
- ◆ *Information and Communication Technology*
- ◆ *Problem Solving*