

**Unit title:** Retailing: Maintaining, Storing and Replenishing Stock (National 5)

**Unit code:** HH8J 75

**Superclass:** BC

**Publication date:** January 2017

**Source:** Scottish Qualifications Authority

**Version:** 01

## Unit purpose

This unit has been designed as a mandatory unit of the National 5 Retailing Course but can also be taken as a free-standing unit. It is suitable for learners who have no previous experience.

This unit focuses on providing learners with the opportunity to learn about the importance of maintaining adequate stock levels, storing stock carefully and safely and having stock replenished effectively. The unit also focuses on the supply chain and learners will discover what is involved in getting stock from source to the retail environment.

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

## Outcomes

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

- 1 Explain the importance of following health and safety procedures when handling stock.
- 2 Explain how a supply chain works.
- 3 Maintain adequate stock levels.

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## **Credit points and level**

1 National unit credit at National 5: (6 SCQF credit points at National 5)

## **Recommended entry to the unit**

Entry is at the discretion of the centre. *Retailing: Maintaining, Storing and Replenishing Stock* is intended as an introductory level qualification, as such there are no recommended entry requirements.

## **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 course, it is recommended that it should be taught and assessed within the subject area of the course to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. 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](http://www.sqa.org.uk/assessmentarrangements).

# National 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 importance of following health and safety procedures when handling stock.

### Performance criteria

- (a) Identify the responsibilities placed on employers for ensuring the health and safety of all involved when arranging for stock to be moved.
- (b) Identify the responsibilities placed on employees when moving and handling stock.
- (c) Explain the procedure for lifting and moving an item of stock.
- (d) Identify the controls required to minimise risk when moving and handling stock
- (e) Explain the procedure that must be followed if someone is injured while stock is being moved.

## Outcome 2

Explain how a supply chain works.

### Performance criteria

- (a) Explain the concept of a supply chain.
- (b) Identify the roles and responsibilities of those involved in a supply chain.
- (c) Identify the different stages involved in getting goods from a manufacturer to a customer.

## Outcome 3

Maintain adequate stock levels.

### Performance criteria

- (a) Explain the importance of monitoring stock levels in a retail environment.
- (b) Identify the resources required for effective stock management, including those that use technology.
- (c) Explain the consequences of having too much and too little stock available.
- (d) Explain the importance of correct pricing and labelling.
- (e) Explain the importance of handling stock carefully.
- (f) Explain what security measures are required when managing stock.

## National unit specification: Statement of standards (cont)

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### Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

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 learners 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 must be provided to show that the learner can:**

- ◆ identify the responsibilities placed on employers for ensuring health and safety of all involved when moving and handling stock.
- ◆ identify the responsibilities placed on employees when moving and handling stock.
- ◆ explain the procedure for lifting and moving an item of stock.
- ◆ explain the risks and hazards involved in moving and handling stock.
- ◆ identify the controls required to minimise risk when moving and handling stock.
- ◆ explain the procedure that must be followed if someone is injured while stock is being moved.

Performance evidence should include an observation of the learner moving and handling stock safely on one occasion.

#### **Outcome 2 — Written and/or oral evidence must be provided to show that the learner can:**

- ◆ explain the concept of a supply chain.
- ◆ identify the roles and responsibilities of those involved in a supply chain.
- ◆ identify the different stages involved in getting goods from a manufacturer to a customer.

## National unit specification: Statement of standards (cont)

**Unit title:** Retailing: Maintaining, Storing and Replenishing Stock (National 5)

**Outcome 3 — Written and/or oral evidence must be provided to show that the learner can:**

- ◆ explain the importance of monitoring stock levels in a retail environment.
- ◆ investigate the options for managing stock levels.
- ◆ identify the resources required for effective stock management, including those that use technology.
- ◆ explain the consequences of having too much and too little stock available.
- ◆ explain the importance of correct pricing and labelling.
- ◆ explain the importance of handling stock carefully.
- ◆ explain what security measures are required when managing stock.

Performance evidence is required that demonstrates the learner has on one occasion identified and maintained required stock levels in a retail environment. Performance evidence for this unit could be generated in the unit *Planning and Implementing a Retail Event* if access to a retail outlet is not possible.

## National unit specification: Statement of standards (cont)

**Unit title:** Retailing: Maintaining, Storing and Replenishing Stock (National 5)

### Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this unit. Employability is a key aspect of Skills for Work and is present throughout the unit. In addition, there are a number of other skills that learners will be expected to improve on and develop as they undertake this unit, these can be drawn from the main skills areas listed below. These must be built into the unit where there are appropriate opportunities.

Skills for life, learning and work	Development opportunities
<b>Literacy</b> 1.1 Reading 1.2 Writing 1.3 Listening and talking	<ul style="list-style-type: none"> <li>◆ Identifying and explaining through written and/or oral evidence specified sections of relevant legislation and regulations</li> <li>◆ Ability to follow instructions</li> </ul>
<b>Health and wellbeing</b> 3.1 Personal Learning 3.3 Physical wellbeing	<ul style="list-style-type: none"> <li>◆ Identifying and taking appropriate action to remove potential hazards or risks to health. Complying with health and safety requirements at all times.</li> </ul>
<b>Employability, enterprise and citizenship</b> 4.6 Citizenship	<ul style="list-style-type: none"> <li>◆ Understanding the supply chain</li> </ul>
<b>Thinking skills</b> 5.1 Remembering 5.2 Understanding 5.3 Applying 5.4 Analysing and Evaluating	<ul style="list-style-type: none"> <li>◆ Learners must provide evidence that they understand health and safety, pricing, labelling and care of stock procedures</li> </ul>

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *National unit support notes*.

# National unit support notes

**Unit title:** Retailing: Maintaining, Storing and Replenishing Stock (National 5)

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 will introduce learners to the importance of stock management and should be undertaken in a realistic working environment, wherever possible.

The focus of this unit is on knowledge and practical activities as it provides the opportunity for learners to investigate and apply the skills required for effective stock management.

The five 'Rs' of retailing relate to the retail mix which relates to having 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 stock management and the principles of the retail mix should be emphasised when teaching this unit.

Learners 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.

Through assisting in the maintenance of stock, learners will learn about the care and security requirements of different stock items. They will also become familiar with the importance of stock management and the part that the supply chain plays in effective stock management.

## Guidance on approaches to delivery of this unit

This unit is designed to offer practical and experiential learning opportunities to learners.

Learners will be able to demonstrate underpinning knowledge of health and safety and pricing while carrying out a number of activities such as correctly identifying stock level requirements, and stock replenishments. These will be set, wherever possible, within a realistic working environment. Teachers/lecturers may wish to make use of online resources that may support learners' learning in the area of health and safety.

It is useful to consider Outcomes 1 and 3 together to provide naturally occurring opportunities for holistic assessment.

Outcome 2 requires the learner to investigate the importance of the role of the supply chain in stock management. Learners will also learn of the importance of having adequate stock levels available and how the supply chain makes this possible.

## National unit support notes (cont)

**Unit title:** Retailing: Maintaining, Storing and Replenishing Stock (National 5)

If this unit is being taken as part of the Retailing National 5 Course learners will also be working towards gaining the unit *Retailing: Working in Retail* (National 5) 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.

### 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.

Outcome 1 assesses learners' 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.

Performance evidence for Outcomes 1 and 3 could be assessed together as both outcomes require observation of learner performance. Learners could be observed maintaining health and safety whilst moving stock and maintaining adequate stock levels.

Outcome 2 requires the learner to investigate the role and importance of the supply chain in stock management. Explanations could be supported by diagrams and/or flow charts to illustrate the process of bringing goods from manufacturers to customers. Learners could be encouraged to investigate the journey of an individual item from manufacturer to the store shelf/display.

### 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](http://www.sqa.org.uk/e-assessment).



## National unit support notes (cont)

**Unit title:** Retailing: Maintaining, Storing and Replenishing Stock (National 5)

### Opportunities for developing Core 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 showing skill in sequencing and linking information, opinions and/or ideas. This can be demonstrated in Outcome 2 where learners have an opportunity to give a presentation on how the supply chain works.

#### Written Communication (Reading) at SCQF level 4

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Written Communication (Reading) at SCQF level 4 involves giving an accurate account of important ideas or significant information in a written communication of non-fiction. This can be demonstrated in Outcome 1 as learners identify and explain relevant legislation and regulations.

#### Written Communication (Writing) at SCQF level 5

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Written Communication (Writing) at SCQF level 5 involves presenting all ideas/information and supporting detail in a logical and effective order. This can be demonstrated in Outcome 2 where learners have an opportunity to write a report into how the supply chain works.

#### Using Number at SCQF level 4

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Using Number at SCQF level 4 involves working confidently with basic numerical notation. This can be demonstrated in Outcome 3 as learners explain the importance of pricing and labelling.

#### Accessing Information at SCQF level 4

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Accessing Information at SCQF level 4 involves carrying out straightforward searches, or one sustained search, for information using appropriate ICT. This can be demonstrated in Outcome 2 as learners investigate the role and importance of the supply chain.

#### 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 identifying the factors involved in a situation or issue. This can be demonstrated in all outcomes.

## **National unit support notes (cont)**

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### **Working Co-operatively with Others at SCQF level 5**

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Working Co-operatively with Others at SCQF level 5 involves pro-actively providing support and advice to others to complete an activity and/or activities. This can be demonstrated in Outcomes 1 and 3 as learners work with others to store and replenish stock.

## General information for learners

### **Unit title:** Retailing: Maintaining, Storing and Replenishing Stock (National 5)

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.

This unit will provide you with the skills and knowledge relevant to the maintenance, storing and replenishing of stock in a retail environment.

In Outcome 1 you will be introduced to the importance of health and safety procedures, and the responsibilities for both employers and employees in ensuring staff and personal welfare in the handling of stock. In doing this Outcome, you will be expected to display and explain the processes you are carrying out to adhere to health and safety in a practical environment.

In Outcome 2 you will be required to explain how the supply chain works. This will be done via some form of written and/or oral assessment. On completion of this unit you will be expected to demonstrate knowledge of roles and responsibilities of those involved in a specific supply chain. You will also be able to identify the different stages of a supply chain.

In Outcome 3 you will be expected to explain the importance of and identify the resources to ensure adequate stock levels in a retail environment. This will involve you learning the consequences of having too much or too little stock and the measures to ensure you are able to get and distribute stock. This could be completed as part of a practical assessment in a retail event if the resources are available.

In this unit you will have opportunity to develop Core Skills in the following areas:

- ◆ *Communication*
- ◆ *Numeracy*
- ◆ *Information and Communication Technology (ICT)*
- ◆ *Problem Solving*
- ◆ *Working with Others*

## Administrative information

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### History of changes to National unit specification

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the unit specification.

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