

**Unit title:** Retailing: Planning and Implementing a Retail Event (National 5)

**Unit code:** HH8K 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 be taken as a free-standing unit. It is suitable for learners who have no previous experience.

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

On completion of the unit learners will have had the opportunity to work with others as part of a team. Learners will be required to take on an agreed role with agreed responsibilities. Learners 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

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

- 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 retail event.
- 3 Review and evaluate own contribution to the retail event.

**Unit title:** Retailing: Planning and Implementing a Retail Event  
(National 5)

## **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: Planning and Implementing a Retail Event* 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.

Achievement of this unit gives automatic certification of the following:

Working with Others at SCQF level 4

## **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

**Unit title:** Retailing: Planning and Implementing a Retail Event (National 5)

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 retail 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.

# National unit specification: Statement of standards (cont)

**Unit title:** Retailing: Planning and Implementing a Retail Event (National 5)

## Outcome 3

Review and evaluate own contribution to the retail 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.

### 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 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 learner's contribution to the planning, organising and implementing of the retail event.
- ◆ Written and/or oral evidence is required which shows the learners have conducted a review and evaluation of their own contribution to the retail event.

### Written and/or oral evidence

Evidence should be gathered at appropriate points throughout the unit in open-book conditions.

Learners 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

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

**Unit title:** Retailing: Planning and Implementing a Retail Event (National 5)

- ◆ completed learner 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 learner 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
- ◆ 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 ASP 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 learners' 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: Statement of standards (cont)

**Unit title:** Retailing: Planning and Implementing a Retail Event (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 learning, life and work	Development opportunities
<b>Literacy</b> 1.1 Writing 1.2 Listening and Talking	<ul style="list-style-type: none"> <li>◆ Learners are required to produce a folio</li> <li>◆ Learners are expected to gather feedback from others regarding contribution to event</li> </ul>
<b>Health and wellbeing</b> 3.1 Personal learning 3.5 Relationships	<ul style="list-style-type: none"> <li>◆ Learners are required to think constructively throughout the tasks, reflecting on their part in the process</li> </ul>
<b>Employability, enterprise and citizenship</b> 4.1 Employability 4.3 Working with Others 4.4 Enterprise	<ul style="list-style-type: none"> <li>◆ Working as a part of a team learners are required to work appropriately with others in a specified role in the planning of and throughout the event</li> <li>◆ Learners might produce their own merchandise to sell at the retail event</li> </ul>
<b>Thinking skills</b> 5.2 Understanding 5.3 Applying 5.4 Analysing and evaluating 5.5 Creating	<ul style="list-style-type: none"> <li>◆ Learners are required to understand their own roles in the process and apply the required skills to complete their tasks</li> <li>◆ Learners are required to analyse and evaluate their role and that of the wider group to contribute to solutions</li> <li>◆ Learners are expected to contribute to the effective retailing of products, using and developing their communication skills in the process</li> </ul>

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

**Unit title:** Retailing: Planning and Implementing a Retail Event (National 5)

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: Planning and Implementing a Retail Event (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

Where this unit is taken as part of the National 5 Retailing Course, the unit should integrate the skills and knowledge already developed in the following units:

HH8M 75 *Retailing: Working in Retail (National 5)*

HH8L 75 *Retailing: Satisfying Customer Needs (National 5)*

HH8M 75 *Retailing: Maintaining, Storing and Replenishing Stock (National 5)*

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 learners are aware of health and safety requirements.

### Outcome 1

Learners will work with others to plan and organise a retail event. The event can take many forms. If learners are working in a retail placement they might have an opportunity to be involved in the organisation of a promotion and/or event as part of this. It would be beneficial if learners were allowed to plan and implement part of an event, or the placement might allow the learners to promote an event of the learners' choosing, eg promotion of school materials such as diaries, tee shirts, etc. Learners might choose to organise another type of retail event within their school/college/centre such as a fashion show, a fashion presentation linked to seasonal trends, a school fayre, sale of products, clothing exchange. Whatever event is decided upon it should present the opportunity for learners to display and sell products and deal with customers. When learners are identifying the resources required for the event it is important that they identify a suitable venue for the event to take place.

The event could also be organised as an internet shopping event where merchandise is made available for online over a period of time. Learners could merchandise and photograph their products and allow customers to select online and pay on collection.



## National unit support notes (cont)

**Unit title:** Retailing: Planning and Implementing a Retail Event (National 5)

A single group plan should be agreed and could be copied for all learners who were present and contributed to the discussion. This will be placed in individual learner portfolios. Alternatively learners 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 learner 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 learners 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.

### Outcome 2

Learners will work with others as part of a team to implement the planned event. Learners 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, learners 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 learners adhere to all health and safety requirements throughout the event and time should be taken to ensure learners are familiar with points such as lifting and handling of goods and positioning of stock to ensure no-one trips over anything. Learners 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

Learners 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 learners to state what, if anything, they might have done differently and why.

Learners 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. Learners may find their review and evaluation for this Outcome useful when undertaking Outcome 4 of the unit *Retailing: Working in Retail* (National 5).

## National unit support notes (cont)

**Unit title:** Retailing: Planning and Implementing a Retail Event (National 5)

### Guidance on approaches to delivery of this unit

Learners 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 learners 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 National 5 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 learners 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.

Learners should be supported in their review and evaluation for Outcome 3. It is important to emphasise the positive results of their achievement as the learner's self-confidence will require to be nurtured if it is to continue to develop. This is a valuable learning opportunity for all learners.

Learners' 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 support notes (cont)

**Unit title:** Retailing: Planning and Implementing a Retail Event  
(National 5)

### 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.

Assessment of this unit should be holistic using a folio with relevant templates, learner review sheets and assessor observation sheets to record the learner'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
  - product knowledge
  - 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

### 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: Planning and Implementing a Retail Event (National 5)

### Opportunities for developing Core Skills

#### Oral Communication at SCQF level 4

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Oral Communication at SCQF level 4 involves conveying appropriate information, opinions and/or ideas. This can be demonstrated in Outcome 1 as learners work as part of a team to plan the retail event.

#### Providing/Creating Information at SCQF level 4

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Providing/Creating Information at SCQF level 4 involves presenting information in a straightforward and appropriate manner. This can be demonstrated in Outcome 1 as learners have the opportunity to organise an internet shopping event.

#### 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 developing a plan. This can be demonstrated by learners in Outcome 1 where they are required to contribute to the production of a plan.

#### 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 evaluating the effectiveness of all stages of the problem solving strategy and assess or explain the relevance of evidence. This can be demonstrated in Outcome 3 where learners are required to review and evaluate their own contribution to the organisation of the event.

#### Work Co-operatively with Others at SCQF level 5

The delivery and assessment of this unit will 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 Outcome 2 where learners are required to demonstrate their ability to work as part of a team.

#### Reviewing Co-operative Contribution at SCQF level 4

The delivery and assessment of this unit will offer opportunities to develop this Core Skill. Reviewing Co-operative Contribution at SCQF level 4 involves identifying own strengths and weaknesses of contribution to co-operative working. This can be demonstrated in Outcome 3 where learners are required to review and evaluate their contribution to the event.

## General information for learners

**Unit title:** Retailing: Planning and Implementing a Retail Event (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 opportunity to experience what is involved in planning and implementing an effective retail event. Planning and promoting retail events is an important part of retailing and one that takes account of seasonal trends, customer needs, availability of stock and organisational requirements.

You will work with others to plan a retail event of your group's choosing. You will promote the event, acquire or produce the stock, display your merchandise effectively, deal with your customers and then evaluate the success of your event.

You will also learn the importance of working as part of a team in a retail environment and discover the different roles that are required to carry out a successful retail event.

Retailing is a profession and this unit will help you to understand some of the skills that are required to be a success in the retailing industry.

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

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

# Administrative information

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**Published:** January 2017 (version 01)

**Superclass:** BC

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## History of changes to National unit specification

Version	Description of change	Authorised by	Date

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