



National Unit Specification: general information

UNIT Retailing: Planning and Implementing an Event (Intermediate 2)

CODE F33K 11

COURSE Retailing (Intermediate 2)

SUMMARY

This Unit has been designed as a mandatory Unit of the Intermediate 2 Retailing Course but can be taken as a free-standing Unit. It is suitable for candidates who have no previous experience.

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

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

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

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: BC

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CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Working with Others at SCQF level 4.

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

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 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.

OUTCOME 3

Review and evaluate own contribution to the 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.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

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

Outcome 1, 2 and 3 — Written and/or Oral Evidence and Performance Evidence

Written and/or oral evidence

Evidence should be gathered at appropriate points throughout the Unit in open-book conditions. Candidates 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
- ◆ completed candidate 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 candidate 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

National Unit Specification: statement of standards (cont)

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- ◆ 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 NAB pack 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 candidates' 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: support notes

UNIT Retailing: Planning and Implementing an Event (Intermediate 2)

This part of the Unit Specification is offered as guidance. The support notes 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 Intermediate 2 Retailing Course, the Unit should integrate the skills and knowledge already developed in the following Units:

- F33G 11 *Retailing: Working in Retail* (Intermediate 2)
F33J 11 *Retailing: Satisfying Customer Needs* (Intermediate 2)
F33H 11 *Retailing: Storing, Replenishing and Displaying Stock* (Intermediate 2)

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 candidates are aware of health and safety requirements.

Outcome 1

Candidates will work with others to plan and organise a retail event. The event can take many forms. Candidates might work with people in a retail store to plan, organise and deliver an event such as a 'Mid Season Sale' or some other promotional event. They might choose to organise another type of retail event such as a fashion show, a fashion presentation linked to seasonal trends, a school fayre or end of year ball. Whatever event is decided upon it should present the opportunity for candidates to display and retail products and deal with customers. Products could range from new to second hand. When candidates are identifying the resources required for the event it is important that they identify a suitable venue for the event to take place in.

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

National Unit Specification: support notes (cont)

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Outcome 2

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

Candidates 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 candidates to state what, if anything, they might have done differently and why.

Candidates 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. Candidates may find their review and evaluation for this Outcome useful when undertaking Outcome 4 of the Unit *Retailing: Working in Retail* (Intermediate 2).

Employability skills

Achievement of the following employability skills will be clearly identified as a result of the evidence generated through the assessment activities for this Unit:

- ◆ awareness of health and safety at work
- ◆ customer care skills
- ◆ efficient use of time and resources
- ◆ flexibility and adaptability
- ◆ listening and talking skills
- ◆ planning and organisational skills
- ◆ seeking feedback from others
- ◆ self-review and evaluation
- ◆ understanding roles and responsibilities in the workplace
- ◆ working co-operatively with others

National Unit Specification: support notes (cont)

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In addition, depending on the nature of the practical activities undertaken, there may be opportunities to develop the following employability skills:

- ◆ ability to follow instructions
- ◆ appropriate appearance
- ◆ awareness of the importance of good timekeeping and attendance
- ◆ positive attitude to workplace and learning
- ◆ problem solving
- ◆ self-respect and showing respect and consideration of others

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates 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 candidates 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 Intermediate 2 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 candidates 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.

Candidates should be supported in their review and evaluation for Outcome 3. It is important to emphasise the positive results of their achievement as the candidate's self-confidence will require to be nurtured if it is to continue to develop. This is a valuable learning opportunity for all candidates. Candidates' 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 Specification: support notes (cont)

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Where possible a video or other recorded evidence of the event should be made available to support the information detailed in the candidates' folios.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In order to complete this Unit it is essential that candidates communicate with a range of people and contribute to a team effort to ensure the event is planned and delivered successfully. When planning any event, flexibility of approach is required in order to resolve any problems that become apparent. As a result there are good opportunities for developing aspects of Core Skills in:

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

Candidates should be advised that the skills developed while undertaking this Unit, in terms of employability and Core Skill development, are skills that can be transferred to a range of activities and situations both in day to day living and in employment.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment that is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education* (AA1641, March 2003), *SQA Guidelines on e-assessment for Schools* (BD2625, June 2005).

Assessment of this Unit should be holistic using a folio with relevant templates, candidate review sheets and assessor observation sheets to record the candidate'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
 - 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

National Unit Specification: support notes (cont)

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CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).