

**Unit title:** Retailing: Working in Retail (National 5)

**Unit code:** HH8M 75

**Superclass:** BC

**Publication date:** June 2017

**Source:** Scottish Qualifications Authority

**Version:** 02

## Unit purpose

This unit has been designed as a mandatory unit of the National 5 Retailing Course and should be taken as part of that Course. It is suitable for learners who have no previous experience.

This unit introduces learners to the different sectors of the retailing industry and allows them to explore the variety of job roles available and the importance and impact of these roles to the success of retail organisations. The unit will allow learners to explore roles and responsibilities relating to customer and non-customer facing duties.

The unit also focuses on general attitudes and skills employers desire and expect from an employee in the retail industry.

On completion of this unit, learners will have knowledge of job roles and career paths in the retail industry. They should be able to demonstrate a positive approach to working with others and display confidence in communication with both customers and colleagues. They should also demonstrate an awareness of the need for a flexible and adaptable approach in the workplace. In addition they will have participated in interviews in a retail context. This learning experience will be helpful to learners seeking future employment.

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## **Outcomes**

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

- 1 Investigate different sectors, job roles and career paths in the retail industry.
- 2 Participate in interviews within a retail context.
- 3 Demonstrate employability skills and attitudes in specified practical activities.
- 4 Review and evaluate own employability skills.

## **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. This unit is intended as an introductory level qualification, as such there are no recommended entry requirements.

## **Core Skills**

Achievement of this unit gives automatic certification of the following:

Complete Core Skill	Problem Solving at SCQF level 5 Working with Others at SCQF level 5
Core Skill component	None

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this Unit specification.

## **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: Working in Retail (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

Investigate different sectors, job roles and career paths in the retail industry.

### Performance criteria

- (a) Gather information from a variety of sources on specified sectors of the retail industry
- (b) Gather information describing a range of retail organisations, jobs and progression routes in the retail industry.
- (c) Gather information on skills and attributes relevant to employment in the retail industry
- (d) Create a job specification for an identified retail role
- (e) Organise and present findings clearly in an appropriate format.

## Outcome 2

Participate in interviews within a retail context.

### Performance criteria

- (a) List potential questions that could be asked by interviewers.
- (b) Prepare relevant questions to ask at one to one interviews.
- (c) Arrive at the interviews on time and presented appropriately.
- (d) Communicate appropriately during interviews, using effective verbal and non-verbal communication skills.
- (e) Respond appropriately and fully to questions asked at interviews.
- (f) Ask relevant questions at appropriate points in interviews.

## Outcome 3

Demonstrate employability skills and attitudes in specified practical activities.

### Performance criteria

- (a) Demonstrate an awareness of the importance of good time-keeping and attendance.
- (b) Demonstrate an awareness of the importance of having appropriate appearance.
- (c) Demonstrate a positive attitude to learning and to constructive advice.
- (d) Demonstrate willingness to seek advice and help from others.
- (e) Demonstrate an awareness of the efficient use of time and resources.

# National unit specification: Statement of standards (cont)

**Unit title:** Retailing: Working in Retail (National 5)

## Outcome 4

Review and evaluate own employability skills.

### Performance criteria

- (a) Identify own strengths and weaknesses in specified employability skills.
- (b) Seek advice and take account of feedback from others when reviewing own employability skills.
- (c) Identify areas of improvement in specified employability skills and set relevant goals
- (d) Evaluate progress in achieving goals over a set period of time.

### 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 this assessment 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 which demonstrates knowledge and understanding of aspects of the retail industry.

### Outcome 1 — Written and/or oral evidence

Learners will each investigate three retail organisations — one will be from the food sector, one from the fashion sector and one from a sector of the learner's choice, which is different to the sector types previously investigated. At least one of the organisations must be involved in online retail activities. For each of the three organisations investigated, learners will provide:

- ◆ a description of the retail organisation in terms of its background, number of stores, location of stores, trading hours, organisation's corporate identity, range of products sold.
- ◆ a description of the online activities of one organisation along with an explanation of the benefits and drawbacks of online retailing.
- ◆ accurate information on five jobs associated with **one** of the three retail organisations investigated with possible progression routes from **three** of the jobs identified. **One** of the job roles identified will be a non-customer facing role, eg IT
- ◆ information about required skills and attributes relating to the five jobs previously identified.

# National unit specification: Statement of standards (cont)

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Learners will also produce a job specification for one employee job role.

The evidence will be gathered in an individual learner folio under open-book conditions at appropriate points throughout the unit.

## **Outcome 2 — Performance evidence and written and/or oral evidence**

Learners will participate in two interviews reflecting a retail context. One must be a group interview, the other a one to one interview.

Written and/or oral evidence of preparation for the one to one interview is required and must include:

- ◆ a list of potential questions that could be asked by interviewers
- ◆ a list of questions the learner has prepared to ask at the interview

Assessor observation checklists must be used to provide evidence of the learner's performance on each of the two occasions — one individual interview and one group interview. The assessor observation checklists will include comments regarding the learner's time keeping and their personal presentation; appropriate and effective verbal and non-verbal communication skills being used by the learner; the learner responding appropriately and fully to questions asked at the interviews and the relevance of the questions asked at the one to one interview by the learner.

The interviews will take place at an appropriate point during the unit. There will be one interviewer on both interview occasions. For the group interview this might be the teacher/lecturer or a member of retail staff who has had experience of conducting interviews within a retailing situation.

For the individual interview, the interview should be conducted by the teacher/lecturer. Alternatively, one learner may interview another learner using a given scenario.

## **Outcome 3 — Performance evidence**

Learners will demonstrate the appropriate employability skills and attitudes when undertaking specified practical activities.

Where learners are undertaking this unit as part of the National 5 Retailing Course, opportunities for sustained practical activities can be found in the following units:

- HH8J 75 *Retailing: Maintaining, Storing and Replenishing Stock (National 5)*
- HH8L 75 *Retailing: Satisfying Customer Needs (National 5)*
- HH8K 75 *Retailing: Planning and Implementing a Retail Event (National 5)*

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

**Unit title:** Retailing: Working in Retail (National 5)

Specified activities include assisting in the storage and replenishment of stock, assisting in setting up, stocking and dismantling a merchandise display, establishing and responding to customers' needs and working as a member of a team to plan and implement a retail event. The learner must provide evidence of performance recorded during a sustained practical activity on at least two occasions.

Assessor observation checklists must be used to provide evidence of performance.

### **Outcome 4 — Performance evidence — Written and/or oral evidence**

Learners will identify, review and evaluate their employability skills following a discussion with the assessor. Learners are required to complete three reviews of their employability skills, one as an initial assessment, the second should be completed approximately half way through the unit and the final one towards the end of the unit. These will be gathered in an individual folio of evidence.

For reviews two and three there must be evidence of the learner seeking feedback from others who have worked with them in a specified practical activity on one or more occasions. Learners must provide a reflective account of similarities or differences between their own assessment of their employability skills and that of others. Areas for improvement will be identified and realistic goals set.

As part of their third review learners must evaluate their progress in achieving their goals in relation to areas identified for improvement.

Learners may conduct their reviews and evaluations unsupervised, referring to any notes or previously completed checklists as required. Evidence should be gathered at appropriate points throughout the delivery of the unit.

The Assessment Support pack provided for this unit illustrates the standard that should be applied. It includes an investigation pro forma, interview scenarios, assessor checklists and learners' self-review and evaluation checklists which include the specified employability skills. If a centre wishes to design its own assessments for this unit, they should be of a comparable standard.

# National unit specification: Statement of standards (cont)

**Unit title:** Retailing: Working in Retail (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
<p><b>Literacy</b></p> <p>1.1 Reading 1.2 Writing 1.3 Listening and talking</p>	<ul style="list-style-type: none"> <li>◆ Gathering and understanding information from a variety of sources</li> <li>◆ Create a job specification for an identified role</li> <li>◆ Participating in the interview process</li> </ul>
<p><b>Health and wellbeing</b></p> <p>3.1 Personal learning 3.2 Emotional wellbeing 3.5 Relationships</p>	<ul style="list-style-type: none"> <li>◆ Demonstrate a positive attitude to learning and advice</li> <li>◆ Demonstrate awareness and willingness to act professionally</li> <li>◆ Communicate appropriately through verbal and non-verbal communication</li> </ul>
<p><b>Employability, enterprise and citizenship</b></p> <p>4.1 Employability 4.2 Information and Communication Technology (ICT) 4.3 Working with Others</p>	<ul style="list-style-type: none"> <li>◆ Identify strengths and weaknesses in specified employability skills</li> <li>◆ Demonstrate a positive attitude to learning and advice</li> <li>◆ Investigation of a retail sector, one of which must be online</li> <li>◆ Demonstrate willingness to seek advice and help from others</li> </ul>

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

**Unit title:** Retailing: Working in Retail (National 5)

Skills for learning, life and work	Development opportunities
<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>◆ Respond appropriately and fully to questions asked at interviews</li><li>◆ Ask relevant questions at appropriate points in interviews</li><li>◆ List potential questions that could be asked by interviewers</li><li>◆ Prepare relevant questions to ask at one to one interviews</li><li>◆ Identify strengths and weaknesses in specified employability skills</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: Working in Retail (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

This unit introduces the learners to different retail organisations that make up part of the retail industry along with job roles and responsibilities of people working within the industry. Learners will investigate a variety of job roles, create a job specification for a role specified by the tutor and be able to identify potential progression routes within the industry. It also focuses on generic skills and attitudes valued by employers and provides learners the opportunity to assess, review and evaluate their own progress through setting goals while working in a realistic working environment or within a retail organisation. It is intended that this should enhance their generic employability skills.

### Outcome 1

This outcome aims to help learners find out about opportunities within the retail industry through the investigation of three retail organisations. Organisations investigated should be from three different sectors of the retail industry. One should be from the food sector, one from the fashion sector and the third from a sector of the learner's choice which must be different from those already specified. At least one of the organisations must be involved in online retail activities.

Learners should carry out their own research using a variety of sources including the internet. They should where possible visit one or more retail organisations to support their learning. They are required to gather accurate information about five jobs associated with one of the organisations investigated and to create a job specification for a role specified by the tutor. It might be helpful to arrange for a guest speaker from both a food and a fashion outlet to allow the learners the opportunity to have a question and answer session.

Through working towards the achievement of this outcome learners will develop a range of skills including:

- ◆ investigative skills using a variety of research methods
- ◆ skills in presenting information through the production of the folio of evidence

# National unit support notes

**Unit title:** Retailing: Working in Retail (National 5)

## Outcome 2

This outcome allows learners the opportunity to recognise the skills and attributes that retailer's value in potential employees. While it is unlikely that retailers will be available to conduct learner interviews, centres are encouraged to enlist the help of guest speakers from the retail industry who have experience of conducting interviews for new recruits. The interviews should be conducted as if there is a position available in a store. The assessor must use an observation checklist to record evidence of performance. The interview scenarios should be as realistic as possible, giving the learners relevant information such as time and place of interview.

In the group interview situation, the scenario offered should enable the interviewer to introduce the key elements of the interview as and when required while still being able to record observations during learner interaction.

## Outcome 3 and 4

It is recommended that where this unit is being taken as part of the Retailing National 5 Course these outcomes are integrated with the practical activities on other units in the Course.

Opportunities for sustained practical activities can be found in the following units:

- HH8J 75 *Retailing: Maintaining, Storing and Replenishing Stock (National 5)*
- HH8L 75 *Retailing: Satisfying Customer Needs (National 5)*
- HH8K 75 *Retailing: Planning and Implementing a Retail Event (National 5)*

It is recommended that assessment of Outcomes 3 and 4 of this unit are integrated across these units.

Practical activities should be carried out in either a realistic working environment or a real workplace that involve working with others and encourage the development of good working practice.

Outcome 4 gives learners the opportunity to develop skills associated with self-assessment, review and evaluation while reflecting on feedback from others in the context of employability skills. Learners are required to set realistic goals for improvement. These skills are transferable skills and as such may enhance the learner's future employability.

## National unit support notes (cont)

**Unit title:** Retailing: Working in Retail (National 5)

### Guidance on approaches to delivery of this unit

It is recommended that the delivery of this unit is integrated with other units which make up the Course:

HH8J 75 *Retailing: Maintaining, Storing and Replenishing Stock (National 5)*

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

HH8K 75 *Retailing: Planning and Implementing a Retail Event (National 5)*

Learners should be encouraged to use a variety of methods to gather the information required for Outcome 1. Where learners are familiar with a particular employer they should be encouraged to share information of this employer with other learners. Guest speakers from the retail industry and work place visits are strongly recommended to bring life to their investigations. Learners should make up a list of relevant questions that learners can ask during their visit.

Skills Development Scotland's World of Work website has a range of information about working in the retail industry. Many retail organisations have detailed company websites that may provide relevant information. Trade magazines are also a useful source of information.

It is important that the learners are provided with advice and guidance relating to what is expected of them in a retail environment. They must be given clear information with regards to appearance, appropriateness of dress, attitude, and behaviour while in a retail situation.

It is also important that learners become confident in seeking feedback from their teacher/lecturer while reviewing and evaluating their progress. Feedback should be positive and constructive wherever possible, praising the learner when they have done well but highlighting areas for improvement as necessary.

### 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.

It is recommended that when this unit is being taken as part of the National 5 Retailing Course, assessment of Outcomes 3 and 4 is integrated with practical activities throughout the course. As such, evidence can be gathered at appropriate points throughout the course rather than being restricted to the 40 hours.

## National unit support notes (cont)

**Unit title:** Retailing: Working in Retail (National 5)

For Outcome 1 learners will be required to produce a folio of evidence which should be gathered during the earlier part of the unit.

Outcome 2 requires performance evidence. The learner will participate in two different types of interview. This will be evidenced by assessor observation checklists for each type of interview. The interviews may be conducted by the assessor taking on the role of the interviewer or by a member of retail staff experienced in interviewing. Alternatively for the individual interview situation, one of the learners may conduct the individual interview using a given scenario and the assessor observes the performance of the scenario.

Performance evidence for Outcome 3 will take the form of a minimum of three assessor observation checklists as learners are required to demonstrate employability skills for at least one practical activity relating to the units listed. These are:

HH8J 75 *Retailing: Maintaining, Storing and Replenishing Stock (National 5)*

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

HH8K 75 *Retailing: Planning and Implementing a Retail Event (National 5)*

Learners should be provided with an initial assessment and a review checklist which they must complete to provide evidence to support Outcome 4. Templates for these are provided in the Assessment Support pack. The completed templates must be presented in a folio similar to that developed as evidence for Outcome 1.

### 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).

### Opportunities for developing Core Skills

This unit has the Core Skills of Problem Solving and Working with Others embedded in it, so when learners achieve this unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF level 5 and Working with Others at SCQF level 5.

# National unit support notes (cont)

**Unit title:** Retailing: Working in Retail (National 5)

## **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 the use of vocabulary and a range of spoken language structures appropriate to purpose and audience. This can be demonstrated in Outcome 2 where the learner is required to participate in an interview scenario.

## **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 essential information and supporting detail in a logical and effective order. This can be demonstrated in Outcome 1 where learners are required to present findings from an investigation into the retail sector.

## **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 carrying out searches for information using a range of digital sources. This can be demonstrated in Outcome 1 where learners are required to gather information from a variety of sources including the internet.

## **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 reviewing and evaluating the effectiveness of all stages of the problem solving strategy. This can be demonstrated in Outcome 4 where learners have the opportunity to develop skills associated with self-assessment, review and evaluation while reflecting on feedback from others in the context of employability skills.

## **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 actively seeking and/or providing relevant and appropriate support from/to others. This can be demonstrated in Outcome 3 where learners have the opportunity to work as a member of a team.

## General information for learners

### **Unit title:** Retailing: Working in Retail (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 is designed to introduce you to some of the main features of work in the retail industry.

You will gain an understanding of the variety of roles within the retail sector and the importance of these roles in the success of a retail organisation.

On completion of this unit you will be able to:

- ◆ demonstrate a positive approach to communicating and working with customers and colleagues.
- ◆ demonstrate the skills and knowledge required to adopt a flexible and adaptable approach to work situations.
- ◆ demonstrate a positive approach to working and communicating with customers and colleagues.

You will also have been involved in an interview scenario, which will provide experience of promoting yourself in a job-seeking environment.

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

- ◆ Communication
- ◆ Information and Communication Technology (ICT)

This unit has the Core Skills of Problem Solving and Working with Others embedded in it, so when you achieve this unit your Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF level 5 and Working with Others at SCQF level 5.

# Administrative information

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**Superclass:** BC

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## History of changes to National unit specification

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 5 and Working with Others at SCQF level 5 embedded.	01/06/17

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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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