



Group Award Specification for:

Higher National Certificate in Retail

Group Award Code: GM6G 15

Higher National Diploma in Retail Management

Group Award Code: GM6H 16

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1 Introduction

This document was previously known as the arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

This group award specification is the result of a full review of the previous HNC and HND Retail Management awards. The review was carried out to ensure the group awards remain fit-for-purpose, capturing both existing and emerging knowledge, skills and technology within the retail industry.

The rationale for the HNC/HND remains the same as the previous awards, namely to provide learners with an appropriate mix of knowledge, understanding and skills to enhance their ability to pursue a career in the retail sector in a team leader/supervisor/manager role.

The retail sector is an organic environment which is open to change, not least the rapid pace of technological development. As a consequence the sector will continue to need managers/leaders in the future who are aware of and able to meet and adapt to the challenges of such a dynamic environment. Retailers have been forced to apply strategic marketing, management and training initiatives to keep up with the pace of change necessitating every employee in every function of the operation to work towards the same aim; customer satisfaction at a profit.

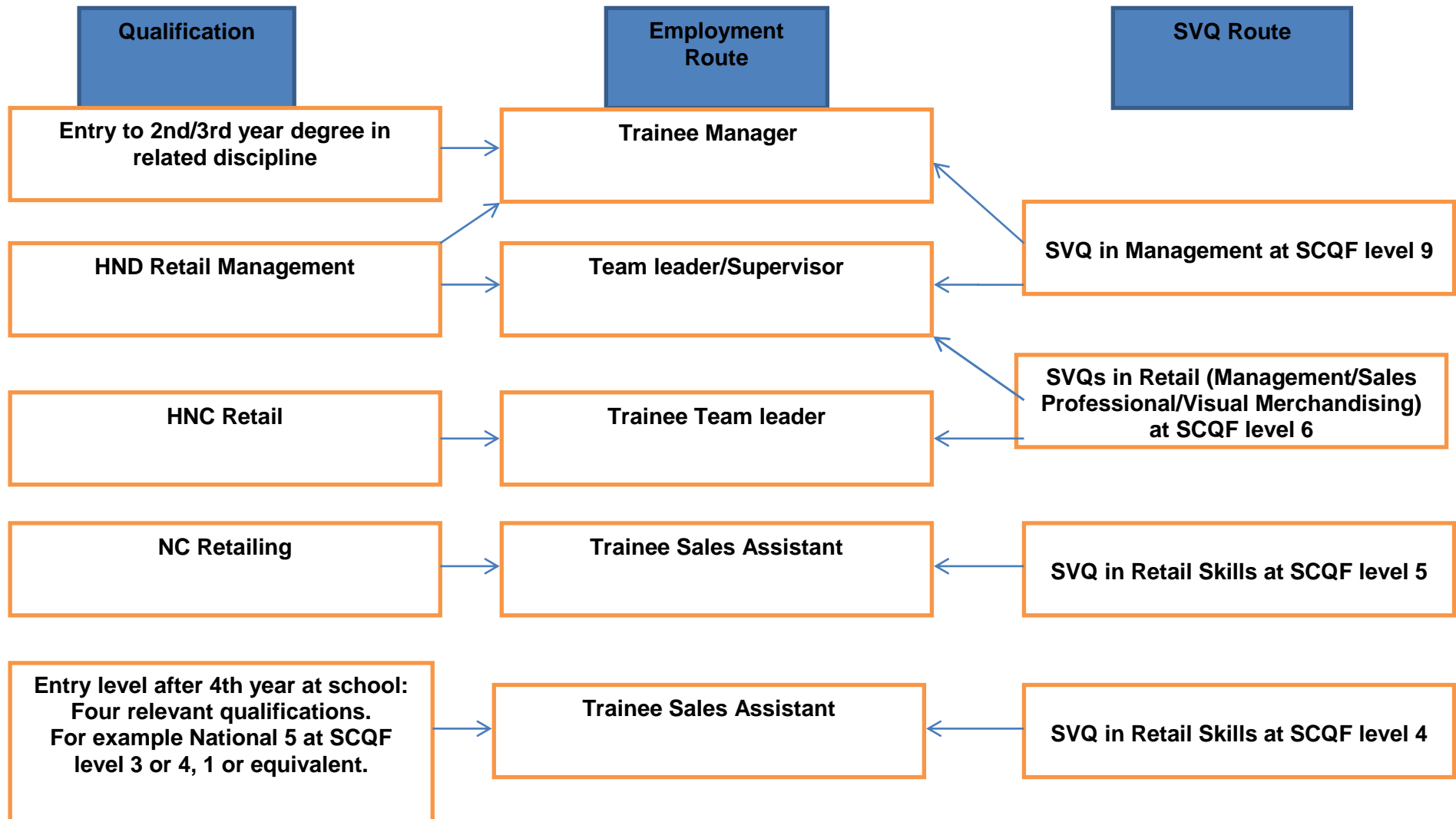
The HNC Retail and HND Retail Management allows learners to develop the skills and knowledge required to cope and prosper in this environment.

The Retail Management Group Awards have primarily been designed to develop the specialised skills required to progress in the retail industry. However, these awards also provide flexible qualifications that allow learners to develop and apply a wide range of transferable skills, which would be appropriate in whatever employment or education route a learner wishes to pursue.

The group awards can be delivered in a variety of modes, predominantly full time but there has been some limited day release/part time/evening/open learning delivery.

SQA offers a range of qualifications that support the retail sector, these and their potential progression routes in both education and employment are illustrated below

1.1 Progression routes



2 Qualifications structure

2.1 Structure

HNC Retail

Learners must complete 9 mandatory SQA credits (72 SCQF credit points) and a further 3 SQA credits (24 SCQF credit points) from the options.

4 code	2 code	Title	SQA credit	SCQF credit points	SCQF level
Mandatory:					
HJ3F	34	Retail Environment	1	8	7
HJ3G	34	Stock Presentation	1	8	7
HJ3K	34	Retail Operations	2	16	7
HJ3H	34	Retail Law	1	8	7
HK50	34	Retail Customer Experience	1	8	7
F93K	34	Financial Accounting Statements: An Introduction	1	8	7
F1MF	34	Organisations and Management	1	8	7
HK5A	34	Retail: Graded Unit 1	1	8	7
Options: A further 3 SQA credits must be achieved from the options					
Group 1 — Learners must achieve a minimum of one, a maximum of two from this group					
D75X	34	Information Technology: Applications Software 1	1	8	7
D85F	34	Using Software Application Packages	1	8	7
F86P	34	Digital Culture: Online Communication	1	8	7
DH39	34	Internet: Introducing e-Commerce	1	8	7
H383	34	Web Design: An Introduction	1	8	7
FD69	34	Digital Imaging	1	8	7
H9DE	34	Or Digital Skills	1	8	7
Group 2 — Learners must achieve a minimum of one, a maximum of two from this group					
H8W8	34	Big Data	1	8	7
HJ3L	34	Principles of Retail Buying	2	16	7

4 code	2 code	Title	SQA credit	SCQF credit points	SCQF level
HJ3R	35	Contemporary Issues in Retailing	2	16	8
HJ3N	35	Retail Corporate Image	1	8	8
HJ3T	35	Store Design	2	16	8
HJ3M	34	Fashion Merchandising	2	16	7
HJ3P	35	International Retailing	1	8	8
HJ3J	34	Visual Merchandising	1	8	7
HX3R	34	Marketing Practice: An Introduction*	1	8	7
DG6L	34	Consumer Behaviour and the Marketing Process	1	8	7
HW06	35*	Marketing Research Applications	1	8	8
HH9T	34	Marketing Research Theory	1	8	7
HX3T	35	Marketing Planning: Domestic Market*	2	16	8
F7BX	34	Marketing: An Introduction	1	8	7
H7TK	34	Communication: Business Communication	1	8	7
F7J8	34	Economic Issues: An Introduction	1	8	7
F7J6	35	Economics 1: Micro and Macro Theory and Application	1	8	8
F86E	35	Economics 2: The World Economy	1	8	8
F84R	35	Preparing Financial Forecasts	1	8	8
F84K	35	Statistics for Business	1	8	8
F93H	34	Using Financial Accounting Statements	1	8	7
J1BW	35*	Behavioural Skills for Business	1	8	8
DH21	34	Working within a Project Team	1	8	7
DE3R	34	Personal Development Planning	1	8	7
H91M	35	Managing an Event	2	16	8
A6HE	35	Assessing Small Business Ventures	2	16	8

4 code	2 code	Title	SQA credit	SCQF credit points	SCQF level
H7V5	34	Preparing a Formal Business Plan	2	16	7
H544	35	Managing Information Systems to Develop a Small Business	2	16	8
H8T2	33	Workplace Communication in English	1	8	6
A6HA	35	Human Resource Management Practice	2	16	8
D4XF	35	Grievance and Discipline Handling	1	8	8
HA13	34	Continuous Workforce Development	2	16	7
A78F	34	Training Skills	1	8	7
D4F9	33	Introducing the Internet	1	8	6
H7V4	34	Preparing to Start a Business	1	8	7
F60A	34	Research Skills	1	8	7
A6H3	34	Introduction to Operations Management	1	8	7
F7J7	35	Business Culture and Strategy	2	16	8
H1KP	34	Human Resource Management: Introduction	1	8	7
F3HT	34	Personal Enterprise Skills	1	8	7
H1XK	34	Recruitment, Selection and Induction	1	8	7
H1XM	34	Interviewing	1	8	7
H29W	34	Individual Employee Relations: Practice	1	8	7
HJ4W	34	Work Placement	1	8	7
HH85	35	Presentation Skills	1	8	8
HK55	34	Advertising: The Advertising Industry	1	8	7
F5GF	35	Managing People	2	16	8
FK93	34	Digital Marketing Communications: An Introduction	1	8	7
H1F1	34	Management: Developing Self Management Skills	1	8	7
H1F4	34	Managing and Working with People	2	16	7

Learners must complete 12 SQA credits/96 SCQF credit points in total to achieve the HNC in Retail. *Refer to History of Changes for revision changes.

HND Retail Management

Learners must complete 22 mandatory SQA credits (176 SCQF credit points) and a further 8 SQA credits (64 SCQF credit points) from the options.

4 code	2 code	Title	SQA credit	SCQF credit points	SCQF level
Mandatory:					
HJ3F	34	Retail Environment	1	8	7
HJ3G	34	Stock Presentation	1	8	7
HJ3K	34	Retail Operations	2	16	7
HJ3H	34	Retail Law	1	8	7
HK50	34	Retail Customer Experience	1	8	7
F93K	34	Financial Accounting Statements: An Introduction	1	8	7
F1MF	34	Organisations and Management	1	8	7
HK5A	34	Retail : Graded Unit 1	1	8	7
HX3R	34	Marketing Practice: An Introduction*	1	8	7
DG6L	34	Consumer Behaviour and the Marketing Process	1	8	7
F93H	34	Using Financial Accounting Statements	1	8	7
H1XK	34	Recruitment Selection and Induction	1	8	7
F5GF	35	Managing People	2	16	8
HJ3R	35	Contemporary Issues in Retailing	2	16	8
HJ3N	35	Retail Corporate Image	1	8	8
HJ3T	35	Store Design	2	16	8
HK5C	35	Retail Management: Graded Unit 2	2	16	8
Options: A further 8 SQA credits must be achieved from the options					
Group 1 — Learners must achieve a minimum of one, a maximum of two from this group					
D75X	34	Information Technology: Applications Software 1	1	8	7
D85F	34	Using Software Application Packages	1	8	7
F86P	34	Digital Culture: Online Communication	1	8	7

4 code	2 code	Title	SQA credit	SCQF credit points	SCQF level
DH39	34	Internet: Introducing e-Commerce	1	8	7
H383	34	Web Design: An Introduction	1	8	7
FD69	34	Digital Imaging	1	8	7
H9DE	34	Or Digital Skills	1	8	7
Group 2 — Learners must achieve a minimum of six, a maximum of seven from this group					
J1BW	35*	Behavioural Skills for Business	1	8	8
DF4F	35	Developing Skills for Personal Effectiveness	1	8	8
HW06	35*	Marketing Research Applications	1	8	8
HX3T	35	Marketing Planning: Domestic Market*	2	16	8
F84R	35	Preparing Financial Forecasts	1	8	8
F84K	35	Statistics for Business	1	8	8
H91M	35	Managing an Event	2	16	8
A6HE	35	Assessing Small Business Ventures	2	16	8
H544	35	Managing Information Systems to Develop a Small Business	2	16	8
A6HA	35	Human Resource Management Practice	2	16	8
D4XF	35	Grievance and Discipline Handling	1	8	8
F7J7	35	Business Culture and Strategy	2	16	8
HH85	35	Presentation Skills	1	8	8
F86E	35	Economics 2: The World Economy	1	8	8
DG6G	35	Work Role Effectiveness (2003)	3	24	8
F86Y	35	Developing the Individual within a Team	1	1	8
F7J6	35	Economics 1: Micro and Macro Economic Theory and Application	1	1	8
H8W8	34	Big Data	1	8	7
HJ3L	34	Principles of Retail Buying	2	16	7
HJ3M	34	Fashion Merchandising	2	16	7

*Refer to History of Changes for revision changes.

4 code	2 code	Title	SQA credit	SCQF credit points	SCQF level
HJ3P	35	International Retailing	1	8	8
HJ3J	34	Visual Merchandising	1	8	7
HX3R	34	Marketing Practice: An Introduction*	1	8	7
HH9T	34	Marketing Research Theory	1	8	7
F7BX	34	Marketing: An Introduction	1	8	7
H7TK	34	Communication: Business Communication	1	8	7
F7J8	34	Economic Issues: An Introduction	1	8	7
DH21	34	Working within a Project Team	1	8	7
DE3R	34	Personal Development Planning	1	8	7
H7V5	34	Preparing a Formal Business Plan	2	16	7
H8T2	33	Workplace Communication in English	1	8	6
HA13	34	Continuous Workforce Development	2	16	7
A78F	34	Training Skills	1	8	7
D4F9	33	Introducing the Internet	1	8	6
H7V4	34	Preparing to Start a Business	1	8	7
F60A	34	Research Skills	1	8	7
A6H3	34	Introduction to Operations Management	1	8	7
H1KP	34	Human Resource Management: Introduction	1	8	7
F3HT	34	Personal Enterprise Skills	1	8	7
H1XM	34	Interviewing	1	8	7
H29W	34	Individual Employee Relations: Practice	1	8	7
HJ4W	34	Work Placement	1	8	7
HK55	34	Advertising: The Advertising Industry	1	8	7
FK93	34	Digital Marketing Communications: An Introduction	1	8	7

4 code	2 code	Title	SQA credit	SCQF credit points	SCQF level
H1F1	34	Management: Developing Self Management Skills	1	8	7
H1F4	34	Managing and Working with People	2	16	7

Learners must complete 30 SQA credits/240 SCQF credit points in total to achieve the HND in Retail Management.

3 Aims of the qualifications

The overall aim of the qualification is to provide an industry relevant qualification designed to provide learners with retail specific, professional and employability skills and attributes required to progress successfully in employment or education in the sector.

3.1 General aims of the qualifications

- 1 Develop learner's knowledge and skills in planning and analysis.
- 2 Develop problem solving skills.
- 3 Develop study and research skills.
- 4 Develop critical and evaluative thinking.
- 5 Develop communication skills and presentation techniques.
- 6 Develop ICT skills.
- 7 Develop personal effectiveness.
- 8 Provide opportunities for career planning.
- 9 Develop the ability to be flexible and to work co-operatively with others.

3.2 Specific aims of the qualifications

HNC Retail

- 10 Prepare for employment in the retail industry in a supervisory/team leader/manager level post.
- 11 Develop skills and understanding of the retail customer experience.
- 12 Develop an understanding of the environment in which the retail sector operates.
- 13 Develop knowledge and understanding of the managing, controlling and presenting of stock.
- 14 Develop an understanding of the underpinning concepts of management and finance.
- 15 Develop an understanding of the technological advancements underpinning the retail sector.

HND Retail Management will additionally

16. Develop a sound understanding of the current and future trends in the environment in which the retail sector operates and their impact on organisations.
17. Develop an understanding of retail corporate image and store design.
18. Develop an understanding of consumer buying behavior.
19. Broaden and deepen knowledge, understanding and skills in key areas of management, human resources, finance and marketing.

The HND can be distinguished from the HNC in terms of the:

- ◆ Likely entry point into an organisation.
- ◆ Speed of progression within an organisation.
- ◆ Level of entry into further qualifications.
- ◆ Development of underpinning knowledge of relevant SVQs.

3.3 Target groups

The awards are suitable for a wide range of learners including:

- ◆ School leavers
- ◆ Adult returners to education
- ◆ Learners in employment who wish to enhance their career prospects
- ◆ Learners who wish to start their own business and require a broad grounding in retail

3.3 Graded units

The purpose of the graded units in the qualifications is to assess the learner's ability to integrate and apply the knowledge and/or skills gained in the individual units in order to demonstrate that they have achieved the principal aims of the qualifications.

To achieve the HNC Retail Management award, learners are required to complete one single credit graded unit at SCQF level 7. To achieve the HND Retail Management award learners are required to complete one double credit graded unit at SCQF level 8, in addition to the graded unit at SCQF level 7.

A project-based graded unit will assess the application of knowledge and skills in the planning and evaluation of a given task, while an examination assesses theoretical knowledge and understanding under invigilated conditions.

Projects were chosen in preference to examinations for both the single credit HNC Graded Unit and the double credit HND Graded Unit as it was felt that a project was more appropriate for testing learner's understanding of the award's principal aims, and also would better prepare the learners for employment or further study.

The single credit graded unit for the HNC will be assessed by means of a case study, which will be based on a realistic retail business model, therefore allowing learners the opportunity to display their knowledge and skills over as wide a range of units, as they feel appropriate to cover, but which must include a minimum of three of the mandatory units.

It will also allow them to develop transferable skills, such as planning, researching executing and evaluating the given task. An additional benefit of this method of assessment is that it does not place time restrictions on learners, who wish to develop their responses in greater depth.

At HND level, one double credit graded unit was chosen, in preference to two single ones. This choice allows for greater continuity of study, and offers learners the challenge of researching, developing and evaluating an extended piece of work. It also eliminates any duplication of generic processes in planning and evaluation arising from completion of two single credit units.

As with the HNC Graded Unit case study, learners do not experience the time constraints associated with examinations, and can devote a greater amount of time developing their investigation topic and to integrate information from across a minimum of three units.

4 Recommended entry to the qualifications

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the qualification design team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ An NC in a related discipline
- ◆ At least one Higher level pass together with three National qualifications at SCQF level 5 or above
- ◆ An SVQ at SCQF 5 or above in a relevant area
- ◆ Relevant work experience
- ◆ For learners where English is not their first language it is recommended that they possess English for Speakers of other Languages (ESOL) level 5 or a score of 5.5 in IELTS

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Report writing, presentation skills.
Numeracy	4	Income statements, statements of cash flow.
Information and Communication Technology (ICT)	4	Use of blogs, wikis, use of Microsoft applications.
Problem Solving	4	Identify, explain and evaluate factors in relation to the changing consumer environment.
Working with Others	4	Classroom activities, group research activities, group presentations.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in related national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skills, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

Unit title	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Retail Environment	X	X	X	X	X	X	X	X		X		X			X	X		X	
Stock Presentation	X	X	X	X	X	X	X	X		X	X	X	X					X	
Retail Operations	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X			X
Retail Law	X	X	X	X	X		X	X		X		X							
Retail Customer Experience	X	X	X	X	X		X	X		X	X	X							
Financial Accounting Statements: An Introduction		X					X	X		X				X					
Organisations and Management	X	X	X	X	X	X	X	X	X	X		X		X					
Retail: Graded Unit 1	X	X	X	X	X	X	X	X		X	X	X	X	X	X				
Marketing Practice: An Introduction			X						X										X
Consumer Behaviour and the Marketing Process			X				X			X								X	X
Using Financial Accounting Statements		X					X	X						X					X

Unit title	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	Contemporary Issues in Retailing	X	X	X	X	X	X	X	X		X	X	X			X	X		
Managing People										X									X
Retail Corporate Image	X	X	X	X		X	X	X		X		X			X	X	X		
Store Design	X	X	X	X	X	X		X		X	X		X			X			
Retail Management: Graded Unit 2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
International Retailing	X	X	X	X		X	X	X		X	X		X	X	X	X		X	
Managing an Event	X	X	X	X	X		X		X	X									
Principles of Retail Buying	X	X	X	X	X		X	X		X			X					X	
Fashion Merchandising	X	X	X	X	X	X	X	X		X									
International Retailing	X	X	X	X	X	X	X	X		X									

5.2 Mapping of National Occupational Standards (NOS)

There are currently a full suite of occupational standards for the retail sector. The table below identifies where the HN units provide a broad underpinning to relevant NOS units.

Unit title	National Occupational Standard
Stock Presentation	C202 – Set up and dismantle retail displays C230 – Interpret design briefs for retail displays C003 – Develop quality standards for stock on display C002 – Create designs and displays for retail outlets
Retail Operations	C269 – Cash up in a retail store B102 – Check stock levels in a retail environment E105 – Work well as part of a retail team E101 – Identify and report security risks E302 – Recommend ways of improving retail operations
Retail Customer Experience	D004 – Resolve customer complaints within your retail business C223 – Check the customers preferences and buying decisions when making retail sales C206 – Know how to identify opportunities to increase retail sales of particular products C208 – Know how to provide information and advice to meet the needs of retail customers C209 – Help retail customers sort out complaints E208 – Work effectively in your retail team
Organisations and Management	E338 – Help to manage a retail team
Consumer Behaviour and the Marketing Process	C312 – Market your service to potential retail clients A003 – Develop the brand image of your retail business
Recruitment Selection and Induction	E338 – Help to manage a retail team
Retail Corporate Image	C312 – Market your service to potential retail clients A003 – Develop the brand image of your retail business B401 – Contribute to the decision making processes within retail buying and merchandising
Store Design	C230 – Interpret design briefs for retail displays C002 – Create designs and displays for retail outlets C312 – Market your service to potential retail clients E301 – Identify opportunities for solving problems and improving retail operations

5.3 Mapping of Core Skills development opportunities across the qualifications

The table below summarises how the five core skills can be covered across the units in the HNC/HND.

E = Embedded within the unit, which means learners who achieve the unit will automatically have their Core Skills profile updated on their certificate

S = Signposted, which means learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification

Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
	Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
Retail Environment	S	S				S	S	S	S	S		
Stock Presentation	S	S	S			S	S	S	S	S		
Retail Operations	S	S		S		S	S	S	S	S		
Retail Law		S	S					S				
Financial Accounting Statements: An Introduction		S		S								
Organisations and Management	S	S						S				
Retail: Graded Unit 1	S	S				S	S	E6	E6	E6		

Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
	Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
Using Financial Accounting Statements		S		S								
Recruitment Selection and Induction	S	S	S			S					S	
Contemporary Issues in Retailing	S	S	S	S		S	S	S	S	S		
Managing People	S	S						S	S	S	S	S
Retail Corporate Image	S	S				S	S	S	S	S		
Store Design	S	S				S	S	S	S	S		
Retail Management: Graded Unit 2	S	S	S	S	S	S	S	E6	E6	E6	S	S
Managing an Event	S	S						E6	E6	E6	E6	E6
Working within a Project Team											E6	E6

5.4 Assessment strategy for the qualifications

- ◆ The recommended assessment method(s) for each unit, bearing in mind that there may be more than one assessment in a unit.
- ◆ The conditions in which the evidence must be produced, eg open/closed book, length of time for assessment (if appropriate).

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Retail Environment	Report				
Stock Presentation	Report				
Retail Operations	Report				
Retail Law	Short answer restricted response questions.	Short answer restricted response questions.	Short answer restricted response questions.		
Retail Customer Experience	Case study/restricted response questions.	Case study/restricted response questions/practical activity.	Case study/restricted response questions/practical activity.		
Financial Accounting Statements: An Introduction	Case study				
Organisations and Management	Case study				
Managing People	Investigation or case study across all outcomes.	Investigation or case study across all outcomes.	Investigation or case study across all outcomes.	Investigation or case study across all outcomes.	
Retail Management: Graded Unit 1	Project				

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Marketing Practice: An Introduction	Case study. The assessment will be completed under open-book conditions, supervised within the classroom environment.	Case study. The assessment will be completed under open-book conditions, supervised within the classroom environment.	Case study. The assessment will be completed under open-book conditions, supervised within the classroom environment.	Case study. The assessment will be completed under open-book conditions, supervised within the classroom environment.	
Consumer Behaviour and the Marketing Process	Case study	Case study			
Using Financial Accounting Statements	The assessment for Outcomes 1, 2 and 3 could be based around one case study, not necessarily given as a single assessment event.				
Recruitment Selection and Induction	Outcomes 1 and 2 could be assessed by a holistic assessment; this could be a portfolio/report or preparing for and conducting a selection interview.		Assessment for Outcome 3 could be carried through a set of questions.		
Contemporary Issues in Retailing	Outcome 1 and 2 could be assessed by an open book assessment of 1,000 words on a retailer of their choice		Outcome 3 could be assessed by a portfolio of evidence.	Outcome 4 could be assessed by a short presentation.	
Retail Corporate Image	Market research report of approximately 2,000–2,500 words covering all unit outcomes The assessment will not be conducted under supervision.				

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Store Design	Report of approximately 2,000–2,500 words covering Outcomes 1, 2 and 3			Outcome 4 could be assessed by two pieces of work. The first could take the form of a case study, and the second could be a practical exercise.	Outcome 5 could take the form of an assignment.
Retail Management: Graded Unit 2	Project				

6 Guidance on approaches to delivery and assessment

The HNC Retail and HND Retail Management awards are designed for learners who want to enter into positions in the retail industry at an operational, supervisory or managerial level. The awards place a heavy focus on developing learners' practical skills and their ability to apply their knowledge to the relevant environment. The awards have been developed to ensure that there is a balance of both theoretical and practical units within the frameworks. The theory will underpin the knowledge required to cope with the practical elements.

The application of practical, managerial and theoretical skills underpins the philosophy of the awards and is central to their delivery.

It is recommended that all units should be delivered in the context of the awards. Learners should be given the opportunity to apply knowledge gained in realistic and practical settings. The awards also aim to prepare learners for progression to a range of programmes of study either in higher education or workplace qualifications including SVQ routes. The awards are designed to facilitate articulation routes to a number of universities.

6.1 Sequencing/integration of units

The structure of the qualifications allows for a high degree of flexibility in the delivery mode. The awards could be offered on full-time, block-release, day release or evening modes. A distance learning delivery mode is possible providing adequate materials, tutorial support and assessment facilities exist. Combination of delivery modes is also a possibility. Such combined modes of study may enable learners to complete the awards within a shorter time period.

There are many opportunities for integrative delivery of units within each of the awards. Teaching and learning for the following units could be integrated:

- ◆ Stock Presentation/Store Design
- ◆ Retail Corporate Image/Retail Customer Experience
- ◆ Store Design/Retail Corporate Image
- ◆ Visual Merchandising/Stock Presentation

Graded units provide the opportunity for integration of knowledge and skills across the units in the award.

Support notes in each of the unit specifications identify specific opportunities for integration with other units.

Centres will define which order units are undertaken based on learner recruitment patterns, mode of delivery, resource issues and logical progression dictated by topic and unit content. Provided that adequate material and tutorial expertise existed these awards could be delivered by open/distance learning as well as on an online basis. Centre devised supervision agreements should detail controlled conditions to ensure authenticity of evidence.

The awards lend themselves to a wide range of delivery mechanisms including case studies, formal teaching, tutorial, group work, laboratory/practical work and, where appropriate, work based learning. Centres should develop clear delivery and assessment strategies taking into account the efficacy of teaching, learning, and the use of resources, modes of attendance and the need for a rigorous but not excessively demanding assessment regime.

6.1.1 Delivery schedule

There are many driving forces which determine a full-time delivery programme for any qualification such as accommodation, staff availability and materials and equipment. The following tables indicate a suggested delivery programme for a typical HND qualification over a two-year, full-time, two-semester session

Suggested delivery for a 2 year programme	
Year 1: Semester 1	Year 1: Semester 2
Retail Environment	Marketing Practice: An Introduction
Financial Accounting Statements: An Introduction	Using Financial Accounting Statements
Retail Customer Experience	Organisations and Management
Retail Law	Stock Presentation
Information Technology/Digital Skills unit	Visual Merchandising
Economic Issues: An Introduction	Economics 1: Micro and Macro Theory and Application
	Retail : Graded Unit 1
Retail Operations	

Suggested delivery for a 2 year programme	
Year 2: Semester 1	Year 2: Semester 2
Consumer Behaviour and the Buying Process	
Recruitment, Selection and Induction	Retail Corporate Image
Principles of Retail Buying	
Managing People	
Contemporary Issues in Retailing	
Store Design	
Marketing Planning for a Domestic Market	
Fashion Merchandising	
Retail Management: Graded Unit 2	

Bold = mandatory units

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

The HNC Retail and HND Retail Management awards allow for articulation to several universities in the UK, Including (at time of writing):

- ◆ Robert Gordon University
- ◆ University of Stirling
- ◆ Heriot Watt

The awards allow direct access to the retail industry in areas such as:

- ◆ Trainee Manager
- ◆ Team Leader/Supervisor
- ◆ Trainee team leader

6.2.3 Transitional arrangements

It is recommended that learners complete the programme they set out on. For learners who have partially completed and return to complete in future years, centres are advised to apply the credit transfer guidance in the following section. As there are new mandatory units in the revised HNC/HND these would have to be completed by returning learners in order to qualify for certification.

Old unit	Unit code	New unit	Unit code	Credit transfer conditions
Comparative Retailing	DL2T 35	Contemporary Issues in Retailing	HJ3R 35	Partial transfer Outcomes 1 and 3
Fashion Merchandising	FH2R 34	Fashion Merchandising	HJ3M 34	Full transfer
Corporate Store Image	DL2V 35	Retail Corporate Image	HJ3N 34	Full transfer

Old unit	Unit code	New unit	Unit code	Credit transfer conditions
Creating a Culture of Customer Care	H1F0 34	Retail Customer Experience	HK50 34	Partial transfer Outcome 1
Retail Environment	DL31 34	Retail Environment	HJ3F 34	Full transfer
Retail Law	DL32 34	Retail Law	HJ3H 34	Full transfer (currency check)
Retail Security	DL34 34	Retail Operations	HJ3K 34	Partial
Stock Management	DL35 34			
Stock Presentation	DL36 34	Stock Presentation	HJ3G 34	Full transfer
Store Design and Layout	DL37 35	Store Design	HJ3T 35	Partial Outcomes 1, 2 and 4
International Retailing	DL2X 35	International Retailing	HJ3P 35	Full transfer
Principles of Retail Buying	DL30 34	Principles of Retail Buying	HJ3L 34	Full transfer
Visual Merchandising Techniques	DL2R 34	Visual Merchandising	HJ3J 34	Full transfer

6.3 Opportunities for e-assessment

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 that 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. SQA Academy has resources which can be used for the delivery of the unit. 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.

6.4 Support materials

A list of existing ASPs is available to view on SQA's website.

6.5 Resource requirements

It would be useful to have access to photoshop for the delivery of both *Stock Presentation* and *Store Design*.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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.

Internal and external verification

All instruments of assessment used within this/these qualifications should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ learners may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Graded unit: Graded units assess learners' ability to integrate what they have learned while working towards the units of the group award. Their purpose is to add value to the group award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter learners whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National units which are available from SCQF levels 2–7.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The HNC Retail and HND in Retail Management are designed to prepare you for a variety of roles and levels of employment in the retail industry.

The awards will support you towards a career in industry as well provide a platform through which you can progress through the SCQF level. The industry has high expectations of its employees demanding highly developed social skills, which can be demonstrated through good oral and written communication skills and the ability to work productively both individually and with others.

Higher National qualifications provide practical skills and theoretical knowledge that meet the needs of employers.

The HNC in Retail (SCQF level 7) develops knowledge in areas such as retail operations, understanding the retail customer experience and the retail environment, stock presentation, finance, digital/IT skills.

The HND in Retail Management (SCQF level 8) builds on the knowledge and skills of the HNC and also enhances knowledge and skills relating to retail corporate image and store design, marketing, current trends in the sector, consumer buying behaviour and management.

The optional units in both qualifications allow you to specialise in particular areas of the industry, such as international retailing, retail buying and merchandising.

The programmes are demanding, however experience in delivering the awards has shown that learners who enter their chosen award with at least the minimum entry qualifications and who show commitment by attending classes regularly and completing the work demanded on time, do successfully achieve their award.

The language used in the learning and teaching within these awards is English and therefore learners wishing to pursue this course of study should have English language skills at an appropriate level. ESOL programmes may be available for you if you require pre-access learning in English language. The level for entry is an International English Language Test score of 5.5

Assessment

Units will be assessed using a variety of assessment styles. Some will be class based, some home based. Some may be open-book assessments and others will be closed-book assessments. Integration of assessments between units will take place where appropriate, which will lessen the assessment burden.

The graded units will be delivered and assessed towards the end of year one and year two. These units will be using the knowledge and understanding gained from all the other units and will get you to apply this knowledge. Graded Unit 1 is a case study and Graded Unit 2 is an investigation. They are marked and graded A, B or C.