
Retailing National 5 Skills for Work Course Specification

C779 75

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Course outline

Course title: Retailing National 5 Skills for Work

SCQF credit points: (24 SCQF credit points)

Course code: C779 75

Mandatory units

The course comprises of four mandatory units:

HH8M 75	<i>Retailing: Working in Retailing (National 5)</i>	6 SCQF credit points
HH8J 75	<i>Retailing: Maintaining, Storing and Replenishing Stock (National 5)</i>	6 SCQF credit points
HH8L 75	<i>Satisfying Customer Needs (National 5)</i>	6 SCQF credit points
HH8K 75	<i>Retailing: Planning and Implementing a Retail Event (National 5)</i>	6 SCQF credit points

Recommended entry

Entry to this course is at the discretion of the centre.

Progression

This course or its components may provide progression to

- ◆ Scottish Vocational Qualification (SVQ) in Retail Skills at SCQF level 5
- ◆ Modern Apprenticeships in Retail
- ◆ National Certificate in Retailing
- ◆ Further/higher education
- ◆ Suitable training/employment

Core Skills

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

There is no automatic certification of Core Skills or Core Skill components in this unit.

Links to National Occupational Standards

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

Further details are provided in the Rationale section.

The following table highlights how units in the National 5 Retailing course underpin a number of the units within relevant NOS.

Unit title	Code	SCQF level	NOS	Description
Retailing: Working in Retail	HH8M 75	5	E208 (K)	Know how to work effectively in your retail team
			E208 (P)	Work effectively in your retail team
			E209 (K)	Know how to improve the way you learn in a retail environment
			E209 (P)	Improve the way you learn in a retail environment
			B206 (K)	Know how to replenish stock on sale in a retail environment
			B206 (P)	Replenish stock on sale in a retail environment
			B204 (K)	Know how to put goods and materials into storage in a retail environment
			B204 (P)	Put goods and materials into storage in a retail environment
			E106 (K)	Know how to follow plans and procedures for learning in a retail environment
			E106 (P)	Follow plans and procedures for learning in a retail environment
			E105 (K)	Know how to work well as part of a retail team
			E105 (P)	Work well as part of a retail team
Retailing: Satisfying Customer Needs	HH8L 75	5	C209 (K)	Know how to help retail customers sort out complaints
			C209 (P)	Help retail customers sort out complaints
			C206 (K)	Know how to identify opportunities to increase retail sales of particular products
			C206 (P)	Identify opportunities to increase retail sales of particular products
			C208 (K)	Know how to provide information and advice to meet the needs of retail customers
C208 (P)	Provide information and advice to meet the needs of retail customers			
Retailing: Maintaining, Storing and Replenishing Stock	HH8J 75	5	B101 (K)	Know how to move goods and materials manually in a retail environment
			B101 (P)	Move goods and materials manually in a retail environment
			B102 (K)	Know how to check stock levels in a retail environment
			B102 (P)	Check stock levels in a retail environment
			B103 (K)	Know how to fill shelves in a retail environment
			B103 (P)	Fill shelves in a retail environment
			B206 (K)	Know how to replenish stock on sale in a retail environment
			B206 (P)	Replenish stock on sale in a retail environment
			E104 (K)	Know how to lift and handle goods safely in a retail environment
			E104 (P)	Lift and handle goods safely in a retail environment
			E108 (K)	Know how to get rid of waste and litter in a retail environment
E108 (P)	Get rid of waste and litter in a retail environment			

Unit title	Code	SCQF level	NOS	Description
Retailing: Planning and Implementing a Retail Event	HH8K 75	5	C202 (K)	Know how to set up and dismantle displays in a retail store
			C202 (P)	Set up and dismantle displays in a retail store
			C237 (K)	Know how to dismantle retail displays
			C237 (P)	Dismantle retail displays
			E105 (K)	Know how to work well as part of a retail team
			E105 (P)	Work well as part of a retail team
			E208 (K)	Know how to work effectively in your retail team
			E208 (P)	Work effectively in your retail team
			E301 (K)	Know how to identify opportunities for solving problems and improving retail operations
			E301 (P)	Identify opportunities for solving problems and improving retail operations

Equality and inclusion

This course arrangements 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.

Common rationale for Skills for Work courses

Skills for Work courses are designed to help learners to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ skills for Learning, Skills for Life and Skills for Work
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- ◆ learning in real or simulated workplace settings
- ◆ learning through role play activities in vocational contexts
- ◆ carrying out case study work
- ◆ planning and carrying out practical tasks and assignments

Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- ◆ preparing and planning for the experience
- ◆ taking stock throughout the experience, reviewing and adapting as necessary
- ◆ reflecting after the activity has been completed, evaluating and identifying learning points

The Skills for Work courses are also designed to provide learners with opportunities for developing *Core Skills*, and *Skills for Learning*, *Skills for Life* and *Skills for Work* with a focus on enhancing skills and attitudes for *employability*.

Core Skills

The five Core Skills are:

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

Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ generic skills/attitudes valued by employers
- ◆ understanding of the workplace and the employee's responsibilities, for example, time-keeping, appearance, customer care, etc
- ◆ self-evaluation skills
- ◆ positive attitude to learning
- ◆ flexible approaches to solving problems
- ◆ adaptability and positive attitude to change
- ◆ confidence to set goals, reflect and learn from experience
- ◆ specific vocational skills/knowledge

Course specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities.

Opportunities for developing these skills and attitudes are highlighted in each of the course and unit specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

A Curriculum for Excellence (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability, Skills for Learning, Skills for Life, Skills for Work and Core Skills in these courses contribute to meeting these aspirations.

Course Rationale for Retailing National 5

All new and revised National courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Skills for Work course is also designed to provide learners with opportunities for developing Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

Purposes and aims of the course

The Skills for Work: Retailing Course at National 5 has been designed to provide an introductory qualification in retail that reflects employability skills identified as being important by employers in retail and many other sectors. The course provides opportunities for learners to develop general and practical skills as well as knowledge and understanding of the key aspects of retailing.

With a three million-strong workforce, and year-on-year growth, the retail sector is a significant contributor to the UK economy.

The target group for this course is school pupils from third year in secondary education and above. It is anticipated that the course will build on existing partnerships between schools, colleges, employers and other training providers. This will allow the course to be delivered in a range of appropriate learning environments while having access to relevant teaching expertise. Opportunities for school pupils to improve their skills in the areas of communication, working with others, planning and organising, problem solving and self review and evaluation have been made available across the four units of the National 5 Retailing Course.

The course offers a qualification at an introductory level that meets needs identified by the retailing industry and the knowledge and experience that learners will acquire are transferable skills that can be used in a wide range of situations as well as in retailing. For this reason it may be suitable for use with adult returners in a further education environment in preparation for return to work.

The general aims of the course are to:

- ◆ develop transferable skills of employability
- ◆ allow learners to experience vocationally related learning
- ◆ provide opportunities to develop a range of Core Skills
- ◆ encourage learners to take responsibility for their own learning and development
- ◆ facilitate progression to further education and/or training
- ◆ provide learners with an introduction to working in retailing
- ◆ help build learners' confidence

The specific aims of the course are to:

- ◆ help learners to develop a good work ethic through developing a positive and responsible attitude to work
- ◆ develop team working and problem solving skills
- ◆ develop communication skills
- ◆ develop customer care skills
- ◆ encourage learners in the setting of personal goals, and develop skills of reviewing and evaluating experiences
- ◆ prepare learners for further learning, study and training opportunities within the retail industry or other areas of employment

Information about typical learners who might do the course

This course is appropriate for a wide range of learners but, in particular, for those who wish to gain an understanding of the range of job opportunities provided by the retail industry and the skills required. It is also suitable for those who wish to progress to further education, training and employment in this industry.

The course is suitable for:

- ◆ learners who are S3+ school pupils
- ◆ college students wishing to develop their knowledge and skills in relation to the retail industry
- ◆ adults returning to education
- ◆ learners employed at basic entry level in the retail industry

It is hoped that the course will involve partnership working between schools, colleges, training providers and employers and this will facilitate delivery in both traditional learning and work environments.

The knowledge, skills and experience acquired by the learners will prepare them for employment in the retail industry and also allow development of transferable skills.

Course structure and conditions of award

Summary of unit content

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways; however Skills for Work units are designed to provide an experiential learning process.

Retailing: Working in Retail (National 5)

This unit will provide learners with the opportunity to develop identified employability skills by carrying out practical activities in a realistic working environment. This could be within a retail organisation, or a shop within a college or school. A simulated environment should closely resemble a working store environment.

Learners will be encouraged to develop their employability skills through good timekeeping and attendance, following instructions, working as part of a team and dealing with customers. In addition, learners will learn about the nature of retailing as an industry and explore the variety of job roles available within it. They will also learn about the skills identified as being important by retail employers and what they expect from potential employees. Learners will also have the opportunity to participate in group and one-to-one interviews.

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

This unit is based on the principles of the five 'Rs' — having the right product in the right place at the right time, in the right quantity and at the right price. The unit focuses on the practical needs of retailing giving the learners the opportunity to learn about stock handling, stock replenishment and the role of the supply chain in managing stock. The legal requirements of pricing and health and safety at work will also be linked to these topics. Learners will be able to demonstrate their learning while carrying out practical activities. Learners will have the opportunity to develop skills relating to working co-operatively with others, the ability to follow instructions and to planning and organising their work while undertaking this unit.

Retailing: Satisfying Customer Needs (National 5)

Learners will learn about the skills and knowledge that are important when providing a high degree of customer satisfaction. Learners will learn about the features and benefits of products, complementary products, listening and questioning techniques, interacting with customers and how to be effective when dealing with customer complaints. The focus of learning will be on learners acquiring good communication skills that will be used to establish and respond to customer needs. Learners will identify opportunities to maximise sales and in doing so will learn how good service and appropriate selling skills can improve sales for a retailer.

Learners will also learn about current consumer legislation and how it affects retailers. The focus is to provide learners with an understanding of how current consumer legislation impacts on the retail environment.

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

This unit will provide learners with the opportunity to develop transferable skills that are desirable to the retail industry along with many others. Learners will be required to plan, implement and finally evaluate an event. In doing so they will be required to work effectively with others, and further develop their communications skills and their skills in planning and organisation. Implementing the event will involve a range of skills that are required for modern retailing including displaying and merchandising goods effectively to maximise sales opportunities. Learners will have opportunities to develop their problem solving abilities when completing this unit due to the complexities of planning and implementing an event.

Conditions of award

To achieve the award of Skills for Work: Retailing National 5, learners must achieve all the required units as outlined in the course outline. They will be assessed pass/fail within centres. Skills for Work courses are not graded.

Assessment

Assessment objectives

To achieve the course award the learner must successfully achieve all the units that make up the award in order to demonstrate they have acquired the relevant skills.

Unit assessment

The assessment of the units in this course will be as follows:

Retailing: Working in Retail (National 5)

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.

In 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.

In Outcome 3 learners will demonstrate the appropriate employability skills and attitudes when undertaking specified practical activities. Evidence of practical activities will come from the following units:

HH8L 75 *Retailing: Satisfying Customer Needs*
HH8K 75 *Retailing: Planning and Implementing a Retail Event*

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 ASP. The completed templates must be presented in a folio similar to that developed as evidence for Outcome 1.

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

Learners will be required to produce a folio of evidence covering Outcomes 1–3 of this unit.

Outcome 1 and Outcome 3 could be assessed together. Written and/or oral evidence is required for Outcomes 1 and 3 along with an observation of the learner moving and handling stock and displaying stock respectively. The observation requirements for Outcomes 1 and 3 could be incorporated in to the assessment planning for unit *Retailing: Working in Retail*.

Outcome 2 requires the learner to research and explain how a supply chain works within the retail industry and written and/or oral evidence is required to cover all knowledge and/or skills for this outcome.

Retailing: Satisfying Customer Needs (National level 5)

Learners will be required to produce a folio of evidence covering Outcomes 1–4 of this unit.

It is recommended that learners complete their folio for Outcome 1 before attempting the assessments for either Outcome 2 or Outcome 4. Both Outcomes 2 and 4 may be achieved through role play scenarios, which will be observed by the assessor. Learners can work in either pairs or small groups to undertake the role play, with each member of the pair or group taking on the role of the sales assistant at an appropriate time. Alternatively, evidence of observed performance may come from activities carried out in unit *Planning and Implementing a Retail Event*. In either situation, an assessor observation checklist will be completed and retained as evidence of each learner's performance.

If a learner is dealing with customers in a realistic working environment it is possible to assess Outcomes 2 and 4 within that environment. In this instance an assessor observation checklist should be used to record evidence.

Outcome 3 assesses legislation requirements that relate to the retail industry and should be assessed using a series of questions and/or written and/or oral evidence from the learner. Should a learner require more than one attempt at remediation for this assessment, a new set of questions should be provided.

Retailing: Planning and Implementing a Retail Event (National level 5)

Learners will be required to produce a folio of evidence covering Outcomes 1–3 of this unit.

Outcomes 1 and 2 relate to planning and implementing a retail event as part of a team and these outcomes can be assessed together. Team work is a key component of these outcomes but there is also a requirement for learners to display individual skills, eg display, moving and handling stock and customer service. Observation reports should reference these individual skills and confirm that the appropriate knowledge and/or skills have been covered for Outcomes 1 and 2 of this unit along with appropriate outcomes of the units *Working in Retail, Maintaining, Storing and Replenishing Stock* and *Satisfying Customer Needs*.

Outcome 3 relates to evaluation of the learner's input into the planning and implementation of a retail event and evidence of this should be recorded on a learner review sheet.

Exemplification of possible assessment approaches for these units will be provided in the *Assessment Support Pack*.

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Quality Assurance

All instruments of assessment used within this course 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).

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

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the course where there are appropriate opportunities.

Skills for learning, life and work	Development opportunities
Literacy 1.1 Reading 1.2 Writing 1.3 Listening and talking	<ul style="list-style-type: none"> ◆ Gathering and understanding information ◆ Organising and presenting findings ◆ Communicating through interview processes
Health and wellbeing 3.1 Personal learning 3.2 Emotional wellbeing 3.5 Relationships	<ul style="list-style-type: none"> ◆ Demonstrate a positive attitude to learning and advice ◆ Demonstrate awareness and willingness to act professionally ◆ Communicate appropriately through verbal and non-verbal communication
Employability, enterprise and citizenship 4.1 Employability 4.3 Working with Others	<ul style="list-style-type: none"> ◆ Identify strengths and weaknesses in specified employability skills. ◆ Demonstrate a positive attitude to learning and advice
Thinking skills 5.1 Remembering 5.2 Understanding 5.3 Applying 5.4 Analysing and evaluating	<ul style="list-style-type: none"> ◆ Respond appropriately and fully to questions asked at interviews ◆ Ask relevant questions at appropriate points in interviews ◆ List potential questions that could be asked by interviewers ◆ Prepare relevant questions to ask at one to one interviews ◆ Identify strengths and weaknesses in specified employability skills

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the course.

Employability skills profile

Employability skills covered in this course are detailed in the table below. For the purposes of the table, the units are referred to as A, B, C and D as indicated.

<i>Retailing: Working in Retail</i>	= A
<i>Satisfying Customer Needs</i>	= B
<i>Maintaining, Storing and Replenishing Stock</i>	= C
<i>Planning and Implementing a Retail Event</i>	= D

Employability skill/attitude	Evidence
◆ ability to follow instructions	C, D
◆ appropriate appearance	A, D
◆ awareness of health and safety at work	A, C
◆ awareness of the importance of good timekeeping and attendance	A
◆ customer care skills	A, C
◆ efficient use of time and resources	D
◆ flexibility and adaptability	A, D
◆ interview skills	A
◆ listening and talking skills	A, D
◆ planning and organisational skills	D
◆ positive attitude to workplace and learning	A, B, D
◆ problem solving	A, B, D
◆ seek feedback from others	A, D
◆ self-respect and showing respect and consideration of others	A, B, D
◆ self-review and evaluation	A, D
◆ understanding roles and responsibilities in the workplace	A, C, D
◆ working co-operatively with others	C, D

Assessment evidence in all units:

A = Performance evidence and written and/or oral evidence

B = Performance evidence and written and/or oral evidence

C = Performance evidence and written and/or oral evidence

D = Performance evidence and written and/or oral evidence

Evidence requirements are highlighted in each of the unit specifications.

Course support notes

Course support notes are not mandatory; they provide advice and guidance on approaches to delivering and assessing the Skills for Work Course. They are intended for teachers and lecturers who are delivering the course and its units.

Guidance on approaches to delivery and assessment for this course

Retailing (National 5) consists of the following units:

Retailing: Working in Retail

Retailing: Satisfying Customer Needs

Retailing: Maintaining, Storing and Replenishing Stock

Retailing: Planning and Implementing a Retail Event

All units contain some practical activities and planning assessments of these activities should take account of the learner's assessment environment. If the learner has a work placement then assessment of customer service and stock handling and display can be planned to take place in the work placement. Alternatively, if learners do not have access to a work placement then all practical activities can be assessed within Planning and Implementing a Retail Event. Wherever possible, however, centres should be planning to assess learner performance within retail environments.

Where learners are required to produce knowledge evidence, this evidence can be presented in a written and/or oral format.

Sequencing/integration of units

There is no set order for delivery of the units within Skills for Work: Retailing but it is recommended that learners complete unit *Working in Retail* before starting *Satisfying Customer Needs*. *Working in Retail* requires learners to research and explain several different aspects of retailing and this research should help the learner contextualise customer service within a retail environment. *Planning and Implementing a Retail Event* could be planned to run throughout the duration of this course.

Guidance on approaches to delivery

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

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

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

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

If this unit is being taken as part of the Skills for Work: Retailing National 5 Course learners will also be working towards gaining the unit *Retailing: Working in Retail* (National 5) by demonstrating employability skills and attitudes in specified practical activities and reviewing and evaluating their own employability skills in specified practical activities. The practical tasks specified in this unit can therefore offer opportunities for assessment.

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

Wherever possible the learning and teaching approaches taken for this unit should be practical and experiential. It is possible to reinforce learning within this unit in a realistic working environment although some aspects of underpinning knowledge, such as communication skills and information about current legislation, may require to be delivered in a classroom environment.

Learners should be encouraged to discuss personal experiences in relation to customer service and complaints and groups should use these illustrations to evaluate the service provided and how it could be improved upon. Guest speakers from local retailers and perhaps the Citizens Advice Bureau or Trading Standards can add to the variety of stimulation possible within delivery of this unit.

Role plays and the use of ICT, including appropriate video, DVD and on-line resources, should be encouraged. Learners should also be encouraged to observe situations in retail stores. Learners should reflect on what they have observed and to discuss their thoughts with their teacher/lecturer.

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 and Stock* (National 5)
HH8L 75 *Retailing: Satisfying Customer Needs* (National 5)
HH8K 75 *Retailing: Planning and Implementing an 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

The evidence requirements for units within the National 5 Retailing Course are fully expressed in the mandatory section of each unit specification. Units have been designed so that assessment evidence may be used across more than one unit. A variety of approaches are used for gathering evidence, reflecting the range of learning experiences offered across the course. Checklists should be used where appropriate to gather evidence. This will very often be when learners are undertaking work in a realistic working environment. The unit *Retailing: Working in Retail* should be integrated with other units on the course. Opportunities to integrate evidence can be found in the activities undertaken in the units *Retailing: Maintaining, Storing and Replenishing Stock*, *Retailing: Satisfying Customer Needs* and *Retailing: Planning and Implementing a Retail 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.

Opportunities for developing Core Skills

Successful completion of the unit *Retailing: Planning and Implementing a Retail Event* provides automatic certification of the following Core Skill:

Working with Others at SCQF level 4

There are opportunities to develop aspects of Core Skills in:

Communication

Numeracy

Information and Communication Technology (ICT)

Problem Solving

These are highlighted in the support notes of the unit specifications.

General information for learners

Retailing (National 5) course consists of the following units:

- HH8M 75 *Retailing: Working in Retail*
- HH8J 75 *Retailing: Maintaining, Storing and Replenishing Stock*
- HH8L 75 *Retailing: Satisfying Customer Needs*
- HH8K 75 *Retailing: Planning and Implementing a Retail Event*

Collectively, the units will provide you with the skills, knowledge and experience that employers would expect for a new entrant to the retail industry. The skills, knowledge and experience that you will gain will provide you with the foundations for a career as retail professional should you choose to follow that path.

The unit, *Retailing: Working in Retail* will enable you to investigate how retailing is organised and structured and to understand the various roles and responsibilities that exist within the retail industry.

Retailing: Maintaining, Storing and Replenishing Stock will give you the opportunity to discover the importance of having the right stock, in the right place, at the right time, at the right quantity and at the right price. The unit will also help you to understand the journey of items of stock from its origin to appearing on the shop floor.

Retailing: Satisfying Customer Needs focusses on the importance of customer service in the retail industry and you will have the opportunity to learn customer service skills and to demonstrate those skills in a realistic environment with real customers.

Retailing: Planning and Implementing a Retail Event will enable you to demonstrate the knowledge and skills required to plan and implement a retail event of your choosing. As well as working with others to organise, promote and deliver a successful event, you will also review your individual contribution to the occasion.

As well as providing opportunities to develop knowledge of the retail industry, the qualification will give you access to retail activities and it is hoped that all, or some, of these activities can be experienced in a realistic working environment. By the end of your qualification you will have gained a sound knowledge and experience of the exciting and dynamic industry that is retailing.

Administrative information

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History of changes to National course specification

Version	Description of change	Date

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