# Group Award Specification for:

## SQA Advanced Diploma in Retail Management

## Group Award Code: GM8H 48

### *SQA Advanced Certificate in Retail*

***Group Award Code: GN0F 47 (finish date 31/7/2020)***

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## Acknowledgement

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

## Further information

Call SQA's Customer Contact Centre on 00 44 141 500 5030. Alternatively, complete our Centre Feedback Form.

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. Centres are advised to check SQA Connect to confirm they are using the up-to-date qualification structure.

**NOTE:** Where a Unit is revised by another Unit:

- No new centres may be approved to offer the Unit which has been revised.

Centres should only enter students for the Unit which has been revised where they are expected to complete the Unit before its finish date.

| Version number | Description | Date |
|---|---|---|
| 08 | **Revision of Units:** HP72 48 Economics 2: The World Economy (finish date 31/7/2024) has been replaced by J5AY 48 Economics: The World Economy (start date 1/8/2021)<br><br>HP70 48 Preparing Financial Forecasts (finish date 31/7/2024) has been replaced by J5B0 48 Preparing Financial Forecasts (start date 1/8/2021)<br><br>HP6P 48 Economics 1: Micro and Macro Theory and Application (finish date 31/7/24) has been replaced by J5AX 48 Economics: Micro and Macro Theory and Application (start date 1/8/21) | 15/6/22 |
| 07 | **Revision of Unit:** HT3N 47 - Consumer Behaviour and the Marketing Process (finish date 31/07/2023) has been replaced by J5MB 47 - Consumer Behaviour and the Marketing Process (start date 01/08/2021) for AD framework only. | 24/08/21 |
| 06 | **Revision of Unit**: HP77 47 Continuous Workforce Development (finish date 31/07/2022) has been replaced by J491 47 (start date 01/08/2020 for both frameworks | 17/06/20 |

| | | |
|---|---|---|
| 05 | **Revision of Unit:** HP7E 48 Human Resource Management Practice (finish date 31/07/2021) has been replaced by J45T 46 (start date 01/08/2019) for the Advanced Diploma in Retail Management for both frameworks<br><br>**Revision of Unit:** HP6V 48 Statistics for Business (finish date 31/07/2021) has been replaced by J45Y 47 Statistics for Business (start date 01/08/2019) for both frameworks<br><br>**Revision of Unit**: HP6T 47 Economic Issues: An Introduction (finish date 31/07/2024) has been replaced by J461 47 Economic Issues: An Introduction (start date 01/08/2020) for both frameworks | 06/04/20 |
| 04 | **Revision of Unit**: HR16 47 - Managing and Working with People (finish date 31/07/2021) has been replaced by J1NG 47 Managing and Working with People in Advanced Certificate and Advanced Diploma Frameworks<br><br>**Revision of Unit:** HR0Y 47 Research Skills (finish date 31/07/2022) has been replaced by J1NB 47 Research Skills in Advanced Certificate and Advanced Diploma Frameworks | 17/03/19<br><br>07/03/19 |
| 03 | **Revision of Unit**: HT5C 48 Managing People (finish date 31/07/2021) has been replaced by J1GR 48 Managing People (start date 01/08/2018) for both the Advanced Certificate and Advanced Diploma | 14/11/18 |
| 02 | **Revision of Units:**<br>HP6W 48 Behavioural Skills for Business (finish date 31/07/2021) has been replaced by J1E5 48 Behavioural Skills for Business (start date 01/08/2018) for both the Advanced Certificate and Advanced Diploma.<br><br>HP0A 47 Marketing Practice: An Introduction (finish date 31/07/2021) has been replaced by J1GM 47 Marketing Practice: An Introduction (start date 01/08/2018) for both the Advanced Certificate and Advanced Diploma | 31/08/18 |

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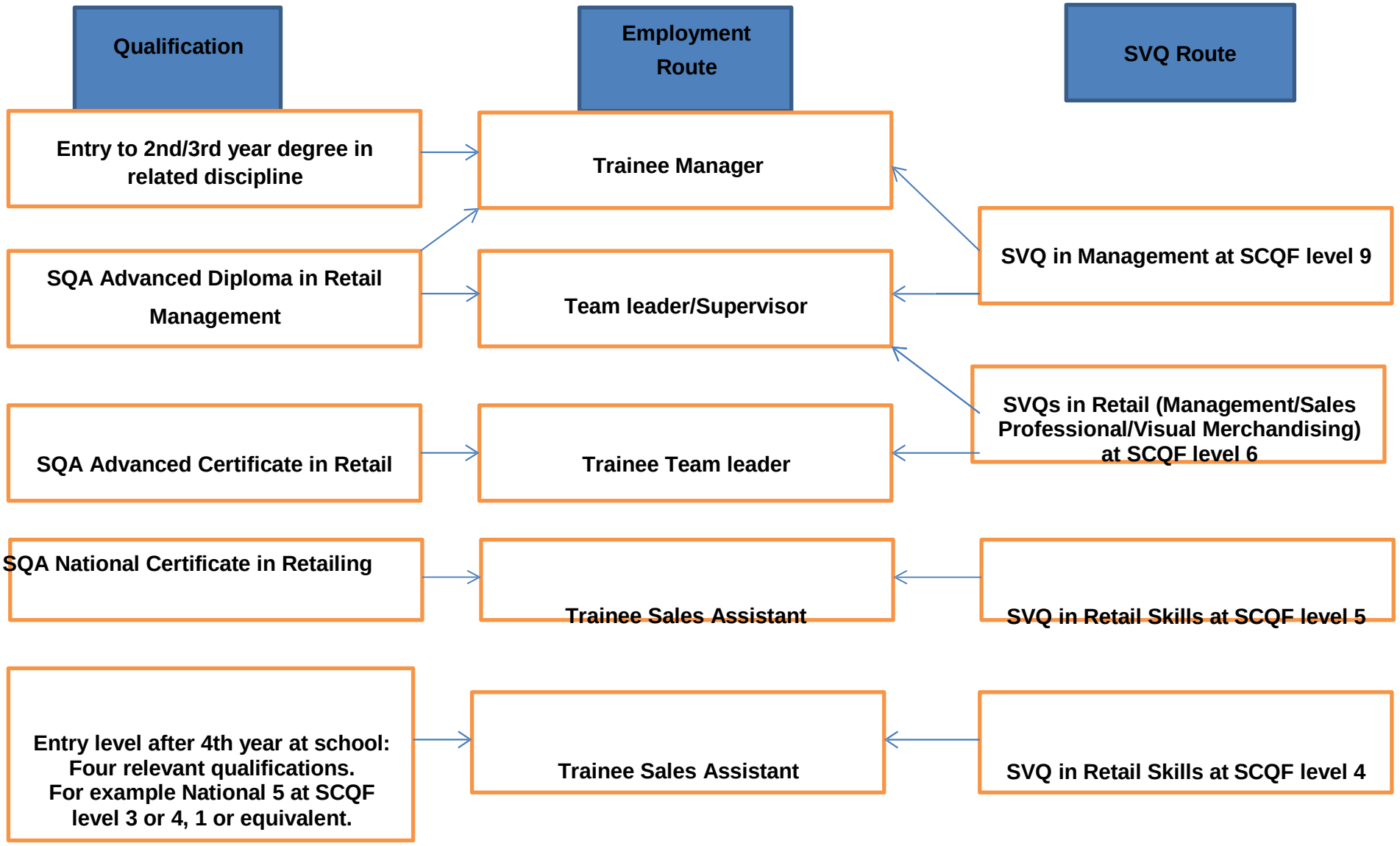
# 1 Introduction

This is the Group Award Specification for the SQA Advanced Certificate in Retail and the SQA Advanced Diploma in Retail Management. This document includes background information on the group awards, their aims, details of the group award structures, and guidance on delivery.

SQA Advanced Certificates and SQA Advanced Diplomas are designed to equip candidates with the knowledge, understanding and skills required for success in current and future employment or for progression to further academic and/or professional qualifications.

## 1.1 Progression routes



# 2 Qualifications structure

## 2.1 Structure

**SQA Advanced Certificate in 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:** | | | | |
| HT5K 47 | Retail Environment | 1 | 8 | 7 |
| HT5L 47 | Stock Presentation | 1 | 8 | 7 |
| HT5P 47 | Retail Operations | 2 | 16 | 7 |
| HT5M 47 | Retail Law | 1 | 8 | 7 |
| HT8F 47 | Retail Customer Experience | 1 | 8 | 7 |
| HT5F 47 | Financial Accounting Statements: An Introduction | 1 | 8 | 7 |
| HT3T 47 | Organisations and Management | 1 | 8 | 7 |
| HT60 47 | 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** | | | | |
| HP6L 47 | Information Technology: Applications Software 1 | 1 | 8 | 7 |
| HR0A 47 | Using Software Application Packages | 1 | 8 | 7 |
| HR81 47 | Digital Culture: Online Communication | 1 | 8 | 7 |
| HT22 47 | Internet: Introducing e-Commerce | 1 | 8 | 7 |
| HT5J 47 | Web Design: An Introduction | 1 | 8 | 7 |
| HT5G 47<br>**Or**<br>HR9W 47 | Digital Imaging<br><br>Digital Skills | 1<br><br>1 | 8<br><br>8 | 7<br><br>7 |
| **Group 2 — Learners must achieve a minimum of one, a maximum of two from this group** | | | | |
| HR9T 47 | Big Data | 1 | 8 | 7 |
| HT5R 47 | Principles of Retail Buying | 2 | 16 | 7 |

| 4 code + 2 code | Title | SQA credit | SCQF credit points | SCQF level |
|---|---|---|---|---|
| HT8E 48 | Contemporary Issues in Retailing | 2 | 16 | 8 |
| HT5V 48 | Retail Corporate Image | 1 | 8 | 8 |
| HT5X 48 | Store Design | 2 | 16 | 8 |
| HT5T 47 | Fashion Merchandising | 2 | 16 | 7 |
| HT5W 48 | International Retailing | 1 | 8 | 8 |
| HT5N 47 | Visual Merchandising | 1 | 8 | 7 |
| J1GM 47* | Marketing Practice: An Introduction | 1 | 8 | 7 |
| HT3N 47 | Consumer Behaviour and the Marketing Process | 1 | 8 | 7 |
| HW93 48 | Marketing Research Applications | 1 | 8 | 8 |
| HP0F 47 | Marketing Research Theory | 1 | 8 | 7 |
| HP09 48 | Marketing Planning: Domestic Market | 2 | 16 | 8 |
| HP6N 47 | Marketing: An Introduction | 1 | 8 | 7 |
| HP75 47 | Communication: Business Communication | 1 | 8 | 7 |
| J461 47* | Economic Issues: An Introduction | 1 | 8 | 7 |
| HP6P 48 | Economics 1: Micro and Macro Theory and Application | 1 | 8 | 8 |
| HP72 48 | Economics 2: The World Economy | 1 | 8 | 8 |
| HP70 48 | Preparing Financial Forecasts | 1 | 8 | 8 |
| J45Y 47 | Statistics for Business | 1 | 8 | 7 |
| HT5E 47 | Using Financial Accounting Statements | 1 | 8 | 7 |
| J1E5 48* | Behavioural Skills for Business | 1 | 8 | 8 |
| HT3P 47 | Working within a Project Team | 1 | 8 | 7 |
| HP6M 47 | Personal Development Planning | 1 | 8 | 7 |
| HT3C 48 | Managing an Event | 2 | 16 | 8 |
| HT3L 48 | Assessing Small Business Ventures | 2 | 16 | 8 |

*History of Changes

| 4 code + 2 code | Title | SQA credit | SCQF credit points | SCQF level |
|---|---|---|---|---|
| HR19 47 | Preparing a Formal Business Plan | 2 | 16 | 7 |
| HR18 48 | Managing Information Systems to Develop a Small Business | 2 | 16 | 8 |
| HR1C 46 | Workplace Communication in English | 1 | 8 | 6 |
| J45T 48* | Human Resource Management Practice | 2 | 16 | 8 |
| HP7F 48 | Grievance and Discipline Handling | 1 | 8 | 8 |
| J491 47* | Continuous Workforce Development | 2 | 16 | 7 |
| HT3M 47 | Training Skills | 1 | 8 | 7 |
| HR3E 47 | Preparing to Start a Business | 1 | 8 | 7 |
| J1NB 47* | Research Skills | 1 | 8 | 7 |
| HP6R 48 | Business Culture and Strategy | 2 | 16 | 8 |
| HP74 47 | Human Resource Management: Introduction | 1 | 8 | 7 |
| HR0X 47 | Personal Enterprise Skills | 1 | 8 | 7 |
| HR36 47 | Recruitment, Selection and Induction | 1 | 8 | 7 |
| HR37 47 | Interviewing | 1 | 8 | 7 |
| HR38 47 | Individual Employee Relations: Practice | 1 | 8 | 7 |
| HP4X 47 | Work Placement | 1 | 8 | 7 |
| HP79 48 | Presentation Skills | 1 | 8 | 8 |
| HT5Y 47 | Advertising: The Advertising Industry | 1 | 8 | 7 |
| J1GR 48* | Managing People | 2 | 16 | 8 |
| HR33 47 | Digital Marketing Communications: An Introduction | 1 | 8 | 7 |
| HT5H 47 | Management: Developing Self Management Skills | 1 | 8 | 7 |
| J1NG 47* | Managing and Working with People | 2 | 16 | 7 |
| J461 47* | Economic Issues: An Introduction | 1 | 8 | 7 |

**Learners must complete 12 SQA credits/96 SCQF credit points in total to achieve the SQA Advanced Certificate in Retail.**

**SQA Advanced Diploma in 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:** | | | | |
| HT5K 47 | Retail Environment | 1 | 8 | 7 |
| HT5L 47 | Stock Presentation | 1 | 8 | 7 |
| HT5P 47 | Retail Operations | 2 | 16 | 7 |
| HT5M 47 | Retail Law | 1 | 8 | 7 |
| HT8F 47 | Retail Customer Experience | 1 | 8 | 7 |
| HT5F 47 | Financial Accounting Statements: An Introduction | 1 | 8 | 7 |
| HT3T 47 | Organisations and Management | 1 | 8 | 7 |
| HT60 47 | Retail: Graded Unit 1 | 1 | 8 | 7 |
| J1GM 47* | Marketing Practice: An Introduction | 1 | 8 | 7 |
| J5MB 47* | Consumer Behaviour and the Marketing Process | 1 | 8 | 7 |
| HT5E 47 | Using Financial Accounting Statements | 1 | 8 | 7 |
| HR36 47 | Recruitment Selection and Induction | 1 | 8 | 7 |
| J1GR 48* | Managing People | 2 | 16 | 8 |
| HT8E 35 | Contemporary Issues in Retailing | 2 | 16 | 8 |
| HT5V 48 | Retail Corporate Image | 1 | 8 | 8 |
| HT5X 48 | Store Design | 2 | 16 | 8 |
| HT61 48 | 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** | | | | |
| HP6L 47 | Information Technology: Applications Software 1 | 1 | 8 | 7 |
| HR0A 47 | Using Software Application Packages | 1 | 8 | 7 |
| HR81 47 | Digital Culture: Online Communication | 1 | 8 | 7 |

| 4 code<br>2 code | Title | SQA credit | SCQF credit points | SCQF level |
|---|---|---|---|---|
| HT22 47 | Internet: Introducing e-Commerce | 1 | 8 | 7 |
| HT5J 47 | Web Design: An Introduction | 1 | 8 | 7 |
| HT5G 47<br>**Or**<br>HR9W 47 | Digital Imaging<br><br>Digital Skills | 1<br><br>1 | 8<br><br>8 | 7<br><br>7 |
| **Group 2 — Learners must achieve a minimum of six, a maximum of seven from this group** | | | | |
| J1E5 48* | Behavioural Skills for Business | 1 | 8 | 8 |
| HR0K 48 | Developing Skills for Personal Effectiveness | 1 | 8 | 8 |
| HW93 48 | Marketing Research Applications | 1 | 8 | 8 |
| HP09 48 | Marketing Planning: Domestic Market | 2 | 16 | 8 |
| J5B0 48* | Preparing Financial Forecasts | 1 | 8 | 8 |
| J45Y 47 | Statistics for Business | 1 | 8 | 7 |
| HT3C 48 | Managing an Event | 2 | 16 | 8 |
| HT3L 48 | Assessing Small Business Ventures | 2 | 16 | 8 |
| HR18 48 | Managing Information Systems to Develop a Small Business | 2 | 16 | 8 |
| J45T 48* | Human Resource Management Practice | 2 | 16 | 8 |
| HP7F 48 | Grievance and Discipline Handling | 1 | 8 | 8 |
| HP6R 48 | Business Culture and Strategy | 2 | 16 | 8 |
| HP79 48 | Presentation Skills | 1 | 8 | 8 |
| J5AY 48* | Economics: The World Economy | 1 | 8 | 8 |
| HR0P 48 | Work Role Effectiveness (2003) | 3 | 24 | 8 |
| HP3C 48 | Developing the Individual within a Team | 1 | 1 | 8 |
| J5AX 48* | Economics: Micro and Macro Economic Theory and Application | 1 | 1 | 8 |
| HR9T 47 | Big Data | 1 | 8 | 7 |
| HT5R 47 | Principles of Retail Buying | 2 | 16 | 7 |
| HT5T 47 | Fashion Merchandising | 2 | 16 | 7 |

*History of Changes

| 4 code + 2 code | Title | SQA credit | SCQF credit points | SCQF level |
|---|---|---|---|---|
| HT5W 48 | International Retailing | 1 | 8 | 8 |
| HT5N 47 | Visual Merchandising | 1 | 8 | 7 |
| J1GM 47* | Marketing Practice: An Introduction | 1 | 8 | 7 |
| HP0F 47 | Marketing Research Theory | 1 | 8 | 7 |
| HP6N 47 | Marketing: An Introduction | 1 | 8 | 7 |
| HP75 47 | Communication: Business Communication | 1 | 8 | 7 |
| J461 47* | Economic Issues: An Introduction | 1 | 8 | 7 |
| HT3P 47 | Working within a Project Team | 1 | 8 | 7 |
| HP6M 47 | Personal Development Planning | 1 | 8 | 7 |
| HR19 47 | Preparing a Formal Business Plan | 2 | 16 | 7 |
| HR1C 46 | Workplace Communication in English | 1 | 8 | 6 |
| J591 47* | Continuous Workforce Development | 2 | 16 | 7 |
| HT3M 47 | Training Skills | 1 | 8 | 7 |
| HR3E 47 | Preparing to Start a Business | 1 | 8 | 7 |
| J1NB 47* | Research Skills | 1 | 8 | 7 |
| HP74 47 | Human Resource Management: Introduction | 1 | 8 | 7 |
| HR0X 47 | Personal Enterprise Skills | 1 | 8 | 7 |
| HR 37 47 | Interviewing | 1 | 8 | 7 |
| HR38 47 | Individual Employee Relations: Practice | 1 | 8 | 7 |
| HP4X 47 | Work Placement | 1 | 8 | 7 |
| HT5Y 47 | Advertising: The Advertising Industry | 1 | 8 | 7 |
| HR33 47 | Digital Marketing Communications: An Introduction | 1 | 8 | 7 |

| 4 code + 2 code | Title | SQA credit | SCQF credit points | SCQF level |
|---|---|---|---|---|
| HT5H 47 | Management: Developing Self Management Skills | 1 | 8 | 7 |
| J1NG 47* | Managing and Working with People | 2 | 16 | 7 |
| J461 47* | Economic Issues: An Introduction | 1 | 8 | 7 |

**Learners must complete 30 SQA credits/240 SCQF credit points in total to achieve the SQA Advanced Diploma 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

**SQA Advanced Certificate in 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.

**SQA Advanced Diploma in 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 SQA Advanced Diploma can be distinguished from the SQA Advanced Certificate 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 SQA Advanced Certificate in Retail, learners are required to complete one single credit graded unit at SCQF level 7. To achieve the SQA Diploma in Retail Management, 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 SQA Advanced Certificate Graded Unit and the double credit SQA Diploma 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 SQA Advanced Certificate 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 SQA Diploma 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 SQA Advanced Certificate 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 is 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<br>C230 – Interpret design briefs for retail displays<br>C003 – Develop quality standards for stock on display<br>C002 – Create designs and displays for retail outlets |
| Retail Operations | C269 – Cash up in a retail store<br>B102 – Check stock levels in a retail environment<br>E105 – Work well as part of a retail team<br>E101 – Identify and report security risks<br>E302 – Recommend ways of improving retail operations |
| Retail Customer Experience | D004 – Resolve customer complaints within your retail business<br>C223 – Check the customer's preferences and buying decisions when making retail sales<br>C206 – Know how to identify opportunities to increase retail sales of particular products<br>C208 – Know how to provide information and advice to meet the needs of retail customers<br>C209 – Help retail customers sort out complaints<br>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<br>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<br>A003 – Develop the brand image of your retail business<br>B401 – Contribute to the decision making processes within retail buying and merchandising |
| Store Design | C230 – Interpret design briefs for retail displays<br>C002 – Create designs and displays for retail outlets<br>C312 – Market your service to potential retail clients<br>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 SQA Advanced Certificate/SQA Diploma.

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 SQA Advanced Certificate in Retail and SQA Diploma in Retail Management 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 SQA Diploma 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 SQA Advanced Certificate in Retail and SQA Diploma in Retail Management 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

## 6.3 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 SQA Advanced 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. SQA Advanced Certificates and SQA Diplomas are available at SCQF levels 7 and 8 respectively. SQA Advanced 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.

# 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 SQA Advanced Certificate in Retail and SQA Diploma 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.

SQA Advanced Qualifications provide practical skills and theoretical knowledge that meet the needs of employers.

The SQA Advanced Certificate 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 SQA Diploma in Retail Management (SCQF level 8) builds on the knowledge and skills of the SQA Advanced Certificate 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.