



Subject guidance for internally assessed qualifications in 2021–22

Please read this document in conjunction with guidance for the assessment of internally assessed qualifications issued to centres in August 2021.

Group award title:	National 5 Skills for Work: Retailing
Group award code:	C779 75

Units and/or outcomes where conditions of assessment can or cannot be altered

All units should be completed following local authority guidance.

Presentations and talks should be conducted digitally whenever possible. Work-related activities can be conducted virtually or internal to the centre if necessary.

Adaptations to evidence requirements to help manage assessment

HH8M 75 Retailing: Working in Retailing

Only one interview is required. This could be either the one-to-one interview **or** the group interview. The interview does not have to be completed face-to-face.

An audio recording would suffice (some local authorities may not allow video recording).

HH8J 75 Retailing: Maintaining, Storing and Replenishing Stock

Tasks in the unit may be based on 'virtual' stock — for example, an allocation maintained on a spreadsheet.

For outcome 1, learners could complete diagrams that show correct handling procedures rather than physically demonstrating them.

HH8L 75 Retailing: Satisfying Customer Needs

Instead of a roleplay, learners could provide answers to a range of 'what if' scenarios.

HH8K 75 Retailing: Planning and Implementing a Retail Event

A virtual event is perfectly acceptable.

HH8K 75 Retailing: Planning and Implementing a Retail Event

HH8L 75 Retailing: Satisfying Customer Needs

HH8J 75 Retailing: Maintaining, Storing and Replenishing Stock

Where the original events and roleplays cannot be undertaken for these units, the appendix to this guidance provides an example of an activity that could be undertaken to generate supplementary evidence for the three units. Please refer to the appendix for full details.

Rationale

The National 5 Retailing course includes a range of practical elements, teamwork and guest speakers. It would be very difficult to carry out all practical work in session 2021–22 because of current requirements for social distancing and local authority health and safety protocols. The adaptations to the evidence requirements will help maximise time available for learning and teaching. These modifications ensure that the validity and integrity of the course are maintained while considering the safety of teachers, lecturers, and learners.

Additional guidance/information

HH8M 75 Retailing: Working in Retailing

For outcome 3, previous experience could be used. Depending on age, a learner could use prior work experience or a part-time job. Voluntary work could also be included. This could be captured via professional discussion and reflective accounts. If a virtual work placement is completed, evidence can be demonstrated by learners showing up to their appointments on time, having appropriate personal appearance, a positive attitude to learning etc. Involvement of local employers either directly or via DYW teams or local chambers of commerce would be advantageous.

Evidence could also come from working within a learner's peer group, for example demonstrating timekeeping through meeting with group members at scheduled times for a project group set up around a task, for example planning for the virtual event.

HH8J 75 Retailing: Maintaining, Storing and Replenishing Stock

Learners may struggle to apply theory when they are not physically completing the tasks. An additional problem-solving task would help facilitate this, such as 'you have sold X amount of the product, now you need to adjust your spreadsheet accordingly'. This could also be integrated with the event unit. For outcome 1, learners could complete diagrams that show correct handling procedures rather than physically demonstrating them, or critique a demonstration video (many retailers use induction videos that include manual handling techniques).

HH8L 75 Retailing: Satisfying Customer Needs

If learners have had previous experience from a part-time job or volunteering, a reflective statement of their experiences could be used. Instead of a roleplay, learners could provide answers to 'what if' scenarios. Aspects of customer service could be included in the case study approach as illustrated in the appendix.

HH8K 75 Retailing: Planning and Implementing a Retail Event

Learners may have prior experience in working in an event, either through a part-time job, voluntary work or a project in another school subject. A reflective statement could be used to provide evidence.

A virtual event can be used. An example would be an awareness-raising event for a school-related charity. This could provide the opportunity for invitations by email, flyers or posters around the school, promotion via social media channels etc. Planning aspects could be via Microsoft Teams or equivalent.

Entrepreneurial aspects could be developed via a bid site or auction, including posting pictures of items for sale, arranging postage and/or a school-level click and collect facility.

The appendix that follows illustrates an example of a case study activity that could be used. Centres could create their own case study if it is prior verified. It should be straightforward, but ensure key aspects, such as teamwork, are incorporated. Feedback from centres has shown that learners gain a lot of value working as part of a team. Therefore, careful consideration should be given on how best to include this in whatever approach is taken. If the case study approach is taken this would likely focus on the planning activity for the event described in the case study.

If you have any questions, please contact qualification.development@sqa.org.uk.

Appendix to subject guidance for internally assessed qualifications in 2020-21 — National 5 Skills for Work: Retailing

The case study below has been created to enable the assessment of Retailing: Planning and Implementing a Retail Event (HH8K 75). Tasks have been included to incorporate assessment of aspects of Retailing: Maintaining, Storing and Replenishing Stock (HH8J 75) and Retailing: Satisfying Customer Needs (HH8L 75).

The case study is presented as an activity to generate supplementary evidence for these units where the original events and role plays cannot be undertaken. However, the rest of the ASP should be followed for each of the units. Assessment decisions should follow the assessment guidance provided in the unit specifications.

Case study — Central High School Coffee Morning

A group of pupils at Central High School decided to organise a coffee morning to raise funds for a local charity. The group had five members: Jamie who has a Saturday job in a fashion shop; Mark who is very shy and prefers IT and online gaming; Tahir who can speak two languages, however, his first language is not English; John who likes group work but does not feel confident with IT; and Lauren who has a hearing impairment and works as a stockroom assistant in a local shoe shop. The group met up twice a month to plan the event and each member of the group took on an agreed role and set of tasks that they would do before and during the coffee morning. Most of the group turned up to the meetings. However, as one of the meetings took place on a Saturday, Lauren and Jamie were not able to make it due to their part-time retail jobs. The group decided to invite teachers and parents to the coffee morning, which took place on the first Monday in May from 10 am to 2 pm. The school gave the students access to print flyers for the event and to use the school's Facebook, Twitter, and website pages to communicate important information.

To help raise funds, the group contacted a local bakery shop called "The Sweet Market", who generously donated the stock of cakes and treats that the group sold at the event (see appendix 1). The group collected these from the bakery on the Friday before the event and stored them securely in the school's kitchen pantry over the weekend, complying with food health and safety regulations. On the day of the coffee morning, the group moved the stock from its storage location, priced, labelled and displayed the goods on the food stall, which was located on the ground floor near the entrance and exits, ensured they did not put out all the stock at once and returned excess stock to the kitchen. After the first two hours, the cupcakes and the muffins on display had sold out, but no one had purchased any scones or pastries. The group

decided to put out all the cupcakes and muffins they had left and by lunchtime the cupcakes and muffins were sold out. An hour before the coffee morning was due to finish, the group decided to reduce the price of the pastries and give away a free scone with every pastry sold to try to make as much money as possible. The day after the event, the group met up to look over the customer reviews left in the school visitors' book (see appendix 2) and to evaluate what went well and what they could improve upon for future events.

Appendix 1: Sweet Market Bakery Stock List and Prices

Item	Quantity	**Retail selling price per item
Cupcakes (assortment of chocolate, gluten free, nut free and vegan cupcakes)	100	£1 each
Chocolate Muffins (vegan friendly, gluten free and nut free)	100	£1 each
Scones* (contains dairy products and gluten)	50	£1.50 each
Pastry (may contain nuts)	50	£1.50 each

***Customers can pay an extra 50 p to have butter and jam when purchasing a scone.**

****Learners have the option to alter the suggested retail price.**

Appendix 2: Customer Feedback Left in Central High School Visitors' Book

It was a well organised event and the cakes were displayed well with prices easy to see. I could not see any information about allergies.

The pupils were very polite and welcoming; however, I have a nut allergy and would like to have been told which cakes were suitable for me.

I loved the chocolate muffins; however, I was disappointed that they sold out so quickly. I wasn't sure what else to buy.

The cakes were displayed very well, and the stall looked very attractive. I was very happy with the free scone with my pastry as this is great value for money.

I found out about the coffee morning on Twitter and really enjoyed the event. Although most people turned up at lunchtime.

I would have bought a scone if they had butter and jam included in the price instead of complimentary items.

It was a shame when the cupcakes were sold out because it made the table look empty. As a hungry teacher, I would have liked some cupcakes to have been kept back to sell to staff on their lunchbreak.

The pupils were very friendly but did not always listen when serving as I was given a pastry when I asked for a chocolate muffin. I had to take it back and ask for it to be changed. The pupil dealing with my complaint asked me politely what had happened and apologised for the mistake. The pupil refunded me for the pastry and charged me the correct price for my muffin.

I thought the pupils were all very helpful and enthusiastic, but I would have liked more information on the charity and the bakery who supplied the cakes.

I didn't buy anything as the pupil serving me at the time looked untidy and I was worried they might have been touching the items with unclean hands, which was a shame as everyone looked so helpful.

Mark was very helpful and pointed me in the direction of the office to get a plaster from the first aid kit.

Assessment guidance and support

Retailing: Planning and Implementing a Retail Event — HH8K 75

Learner instructions

From the information provided in the case study, complete the following assessment tasks using the templates provided in the assessment support pack.

Assessment task 1

Outcome 1

Performance criterion a: Refer to the information provided in the case study.

Performance criterion b: Refer to the information provided in the case study.

Performance criterion c: Using the information provided in the case study, you must make key decisions about what roles and responsibilities you will allocate to each of the five members of the group. You should explain the reasons why they have been allocated each of the tasks on your list using the comments box provided in support documents or structured as such.

Performance criterion d: You must devise a promotional strategy for the event using the resources available in the case study. You can make further recommendations for promotional activities if you feel they will enhance the event.

Performance criterion e: You must refer to the resources allocated in the case study and include any further resources that you have identified would be necessary to implement the event successfully.

Performance criterion f: Refer to the information provided in the case study.

Outcome 2: Select a member of the case study group and address each performance criterion of outcome 2 by completing the tables on pages 38 and 39 in the Assessment Support Pack for the Planning and Implementing a Retail Event unit.

Assessment task 2

Outcome 3

Task 2.1: Performance criteria a, b: Consider your role in evaluating the case study information and how effective you feel that your decision-making has been in relation to the planning of the event.

When considering how co-operatively you have worked with others, think about whether you have discussed your ideas/concerns about the case study event with other classmates or teachers/lecturers and how much you have contributed to these discussions.

Task 2.2: Performance criteria c, d: Ask your teacher/lecturer and at least one of your peers to look over your plans for the event and give you feedback on how well you used the information in the case study to plan the event and suggest ways in which you could have improved your planning skills. Draw out a plan of how you think the displays should be set up. You should compare this information with your own assessment of what you thought you were good at and the things you felt you needed to improve upon.

Supplementary questions for assessment of outcomes in Retailing: Satisfying Customer Needs (HH8L 75)

The following supplementary questions can be used to assess your knowledge of customer service based on the case study report.

Assessment questions — outcome 2

Performance criteria (a) and (d)

Referring to the customer feedback in the case study, how would you describe the group's interactions with customers at the event? (Identify examples of pupil/customer interaction and discuss which went well and which could be improved and why.)

How would the group have made sure each one of the team had a period of customer interaction and how could they have supported each other?

Thinking of your own school/college guidelines for communicating with staff and visitors, what are the most important things that you should do when interacting with others?

Performance criterion (b)

From customer feedback comments, how effective do you think the group were at listening to their customer's needs? (Explain why.)

Performance criterion (c)

Do you think that the group provided an appropriate level of information on the products to the customers at the event? (Explain why.)

What additional information should the group have provided to customers and why?

Performance criterion (d)

How did the group make the most of their opportunities for sales throughout the event?

What other ways could the group have made more sales during the event?

Performance criterion (g)

What are the positives and the negatives of having a comments book?

Can you think of other sources of feedback that could be useful?

Outcome 4

From the customer comments provided in the case study, consider the following:

Performance criteria (a) (b) (d)

How did the pupil deal with a dissatisfied customer?

How did the pupil resolve the complaint?

Do you think their response was appropriate? (Explain why.)

Performance criterion (c)

From your knowledge of consumer rights legislation, what options are available to pupils at the event when resolving customer dissatisfaction or complaints?

Supplementary questions for assessment of outcomes in Retailing: Maintaining, Storing and Replenishing Stock (HH8J 75)

The following supplementary questions can be used to assess your knowledge of maintaining, storing and replenishing stock based on the case study report.

Outcome 3

Performance criteria (a–f)

Explain what the group should do to maintain safe lifting and handling procedures when transporting the boxes of stock from the bakery to the event location? How would you safely manage a box labelled 'Heavy' and one labelled 'Fragile'?

You may also use diagrams to illustrate your points.

What things did the group consider to help maintain health and safety when storing and handling stock before and during the event?

In your opinion, did the group monitor and maintain the appropriate stock levels for all products during the event? (Explain why.)

What could the group have done differently to ensure the appropriate levels of stock were maintained for the duration of the event? (Explain how too much or too little stock has an impact.)

Were customers aware of the prices and promotions on offer throughout the event?
(Explain.)

Were customers provided with accurate and detailed information on the products on offer at the event? (Explain how this could be improved.)

What measures did the group take to ensure that the stock was stored safely and securely before and during the event?