

Cambridge **TECHNICALS LEVEL 2**

RETAIL

Cambridge
TECHNICALS
2016

Unit 4

Practical merchandising

H/615/5623

Guided learning hours: 60

Version 1 September 2018

LEVEL 2

UNIT 4: Practical merchandising

H/615/5623

Guided learning hours: 60

Essential resources required for this unit: None

Assessment: This unit is internally assessed by the centre and externally moderated by OCR.

UNIT AIM

Have you ever considered what attracts you to one retail outlet rather than another or what makes you buy one product over another?

Carefully considered retail layouts, product labelling and skilful item positioning will entice customers into a retail outlet and encourage them to make a purchase.

Ensuring stock levels are maintained and that products are not 'out of date' is vital to ensuring customer satisfaction.

By completing this unit, you will learn about the purpose and importance of retail display and stock management. You will have the opportunity to learn and apply the techniques used to maintain a retail environment. You will be able to demonstrate your flexibility, adaptability, creativity and team working skills when maintaining your own retail space.

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Be able to check stock in a retail environment	1.1 To check stock levels following instructions and organisational procedures i.e. <ul style="list-style-type: none"> • visual checks on stock levels • system checks on stock levels • to ask the appropriate person for advice if the details for checking stock are not clear • checking stock levels in a way which ensures customers and other employees are not inconvenienced 1.2 To update stock records accurately and in accordance with organisational procedures i.e. <ul style="list-style-type: none"> • identify unsalable stock and follow procedures to remove or discount the stock • record stock numbers accurately • recognise when stock levels and stock records don't match (e.g. monitoring shrinkage, wastage and system errors)
2. Be able to display products in a retail environment	2.1 To follow plans and instructions to display products safely and to minimise disturbance i.e. <ul style="list-style-type: none"> • handle stock in a way which ensures own and others' safety (e.g. wear relevant Personal Protective Equipment PPE such as steel toe capped boots, gloves for handling cold or frozen stock, food hygiene regulations) • handle stock to ensure damage to stock, equipment and premises is minimised • use appropriate equipment and materials to clean and tidy own work area and/or display area, in order to minimise the occurrence of hazards • fill/refill the shelves in a manner that does not disturb customers/other people more than is required 2.2 To follow plans and use different techniques to display products effectively in various locations i.e. <ul style="list-style-type: none"> • plans (e.g. planograms, shelf layout) • locations (e.g. window, gondola end, point of sale) • techniques (e.g. eye level, stock facings, dressing down)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>3. Be able to prepare product examples for display in a retail environment</p>	<p>3.1 To prepare product examples for selling to retail customers i.e.</p> <ul style="list-style-type: none"> • ensure all expected items and parts of a product are included in the display • remove all unwanted packaging • follow organisational procedures for disposing of unwanted packaging • follow recycling guidelines when disposing of unwanted packaging • if the product requires assembly, follow manufacturers' instructions and ask for assistance if required <p>3.2 To ensure that products on displays are in a satisfactory condition i.e.</p> <ul style="list-style-type: none"> • remove damaged items from display • follow organisational procedures for dealing with damaged items
<p>4. Be able to label stock items for display and monitor sales area</p>	<p>4.1 To label displays of stock in a retail business i.e.</p> <ul style="list-style-type: none"> • check requirements for the labelling of stock • ensure the information on the label is clear and accurate before starting to label the stock • report promptly to a relevant person any information on labels that may need to be changed • attach the right label to the correct product • position the labels so that they can be securely fastened and ensure customers are able to see the labels clearly • complete the labelling process promptly and efficiently <p>4.2 To monitor own area of sales floor and resolve any identified issues i.e.</p> <ul style="list-style-type: none"> • the area is clean and tidy • the area is free from hazards and obstructions • stock is in saleable condition • perishable goods are in refrigerated units • electrical goods are labelled appropriately • sell-by and use-by dates are included on perishable food labels • take appropriate action when use-by dates are approaching • stock is positioned and presented in accordance with organisational standards • information relating to products and promotions is clearly visible

GRADING CRITERIA

LO	Pass	Merit	Distinction
The learner will:	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the Pass and Merit criteria, the candidate is able to:
1. Be able to check stock in a retail environment	P1: Check stock levels following instructions and organisational procedures	M1: Explain the conditions that make stock unsaleable and the action(s) that should be taken	
	P2: Update stock records accurately and in accordance with organisational procedures		
2. Be able to display products in a retail environment	P3: Follow specific plans and instructions to display products safely and with minimum disruption to customers and colleagues	M2: Review own performance when following specific plans and instructions to display products safely and with minimum disruption to customers and colleagues	D1: Recommend ways you could make improvements to the plans and instructions used
	P4: Use techniques to display products in contrasting locations		
3. Be able to prepare product examples for display in a retail environment	P5: Prepare a product example for display		
	P6: Ensure products on display are in a satisfactory condition		
4. Be able to label stock items for display and monitor sales area	P7: Label displays of stock		
	P8: Monitor sales area and resolve any identified issues	M3: Assess the sales area and identify areas for longer-term improvement	D2: Propose a process for monitoring and improving the sales area

ASSESSMENT GUIDANCE

It is important for learners to have the opportunity to learn and apply their knowledge and skills to meaningful substantial tasks, in order to successfully achieve the unit.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the *OCR Guide to Referencing* available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

For each of the LOs in this unit, the learners will be expected to demonstrate their practical skills in a retail setting. It is important that learners consider each of the Learning Outcomes in a vocational context and have access to a specific retail organisation where required.

In order to meet Grading Criteria **P1**, learners should evidence that they can support both a visual and system-based stock check.

In order to meet **P4**, learners must use **at least two techniques** to display stock in **at least two different locations**, using **at least two plans**. The Teaching Content for 2.2 provides examples of the types of locations that may be considered.

To meet **M2**, learners must review their own performance when following plans and using techniques to display products. Their review should include:

- the skills and techniques used
- own strengths
- own weaknesses
- areas for improvement

To meet **D1**, learners could recommend ideas to improve display plans, locations and give clarity of instruction for future users.

To meet **P7**, learners must be able to label **at least three different** stock items, use **at least two** different labelling methods (e.g. shelf-edge labels, promotional labels, price reduction labels).

In order to meet Grading Criteria **P8**, learners must monitor their sales area and resolve any issues identified, in line with the Teaching Content for 4.2. To meet **M3**, they should assess the area and make suggestions for improvements (this may be to location or displays of stock, information provided to customers regarding stock etc.). **D2** requires learners to propose a process for others to use in the future to enable them to monitor a sales area and suggest relevant and sensible improvements.

SYNOPTIC ASSESSMENT

Synoptic assessment is a feature of this qualification and it requires learners to use an appropriate selection of their skills, knowledge and understanding, acquired through all of the units that make up their qualification, in an integrated way and apply them to a key task or tasks.

This helps learners to develop their appreciation and understanding of the connections between the different elements of learning in this qualification to help make their curriculum meaningful and better prepare them for employment in the Retail sector, please see section 6 of the centre handbook for more detail.

Links between this unit and other units:

Specific LO from this unit	Name of other unit and related LO
LO1 Be able to check stock in a retail environment	Unit 1 Principles of working in service sector organisations LO5 Unit 2 Understand customer expectations and issues LO2 Unit 5 E-commerce and retail technologies LO4
LO2 Be able to display products in a retail environment	Unit 1 Principles of working in service sector organisations LO2, LO3
LO3 Be able to prepare product examples for display in a retail environment	Unit 1 Principles of working in service sector organisations LO1 Unit 2 Understand customer expectations and issues LO2
LO4 Be able to label stock items for display and monitor sales area	Unit 1 Principles of working in service sector organisations LO1 Unit 2 Understand customer expectations and issues LO2, LO3

MEANINGFUL EMPLOYER INVOLVEMENT – A REQUIREMENT FOR TECHNICAL CERTIFICATE QUALIFICATIONS

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the Level 2 Cambridge Technical Diploma in Retail.

This qualification has been designed to be recognised as a Technical Certificate in performance tables in England. It is a requirement of this qualification for centres to secure employer involvement through delivery and/or assessment of the qualification for every learner.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement

It is recommended that learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to this unit.

They may also benefit from industry professionals visiting the centre to act as guest speakers.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#).

ocr.org.uk/business

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