



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath  
City of Dublin Education and Training Board

**Programme Module**

## **Retail Industry Knowledge**

**leading to**

**Level 3 QQI Component: Retail Industry Knowledge 3N0592**

**Please note the following prior to using this programme module descriptor:**

- This programme module can be delivered as a stand alone module or as part of the:
  1. **Level 3 QQI Certificate in General Learning 3M0874**
  2. **Level 3 QQI Certificate in Employability Skills 3M0935**
  3. **Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module a learner will achieve 5 credits towards the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- A learner needs to achieve a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing learners, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Briefs for the Collection of Work.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate learners to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

## Overview of the Programme Module

The Programme Module is structured as follows:

**Section 1 to 8:** contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

**Section 9:** details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

**Section 10:** outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

**Section 11:** contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

**Section 11a** specifically prescribes the way in which learners are required to present evidence for assessment.

**Learner Marking Sheet:** this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
<b>1. Title of Programme Module</b> Retail Industry Knowledge	<b>2. Component name and Code</b> Level 3 Retail Industry Knowledge 3N0592
<b>3. Duration in Hours of Programme Module</b> 50	<b>4. Credit Value</b> 5
<b>5. Assessment Technique</b> Collection of Work 100%	<b>6. Specific Requirements</b> None
<b>7. Aims of the Programme Module</b> <p>The purpose of this award is to equip the learner with the knowledge, skills and competence to develop knowledge of the retail industry and employment opportunities in the sector.</p> <b>8. Objectives</b> <p>To enable the learner:</p> <ul style="list-style-type: none"> <li>• describe the retail categories for different types of products and procedures relating to stock delivery, packaging, pricing and display</li> <li>• explain the importance of customer service and processing customer transactions</li> <li>• demonstrate the process of stock rotation and discuss personal suitability for a range of jobs in retailing.</li> </ul>	
<b>9. Learning Outcomes of Level 3 Retail Industry Knowledge 3N0592</b> <p>The learner will be able to:</p> <ol style="list-style-type: none"> <li>1. identify a range of types of retail stores and a range of alternative forms of retailing, including the benefits of each for the customer</li> <li>2. describe the retail categories for different types of products</li> <li>3. list the range of products offered in a variety of stores</li> <li>4. demonstrate product knowledge on a specific range of products</li> <li>5. describe the internal practices and procedures relating to stock including delivery, storage, packaging, pricing, display and maintaining stock levels</li> <li>6. outline procedures for goods payment</li> <li>7. explain the importance of customer service</li> <li>8. list the range of jobs including background personnel available in retailing</li> <li>9. discuss the importance of contracts of employment for a range of types of employment relevant to the retail sector</li> <li>10. use terminology appropriate to the retail industry correctly</li> <li>11. demonstrate ability to date check products</li> <li>12. demonstrate the process of stock rotation</li> <li>13. discuss personal suitability for a range of jobs in retailing.</li> </ol>	
<b>Delivery Strategies and Learning Activities</b> <p>This programme module could be delivered through classroom-based learning activities, teamwork, group discussions, one-to-one tutorials, field trips, case studies, role play, team work and other relevant activities.</p>	
<b>10. Guidelines for Teaching and Learning</b> <p><b>Please note:</b> the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.</p>	

**Identify a range of types of retail stores and a range of alternative forms of retailing, including the benefits of each for the customer**

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

Facilitate a discussion with the learner to identify different types of retail selling. The learner will make a chart, complete a list-type exercise or complete prepared worksheets. The variety of retail selling should include a number of items from the list below:

- Supermarkets
- Hypermarkets
- Mini-Market
- Outdoor Markets
- Specialist Shops
- Local Stores
- Convenience Stores
- Petrol Stations
- Internet Shopping
- Catalogue Shopping
- TV Shopping Channels

**Describe the retail categories for different types of products**

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following:*

Using lists or worksheets to explore with the learner different categories of retail products and the types of products in each category. The following headings can be used as a guide and the learner should choose at least 6 different categories:

- Groceries
- Electrical
- Drapery
- Women's Clothing
- Men's Clothing
- Children's Clothing
- Footwear
- DIY
- Hardware
- Household
- Fashion
- Books
- Confectionery
- Car Showrooms

**List the range of products offered in a variety of stores**

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following:*

Instruct the learner to choose 3 stores where he/she likes to shop on a regular basis, and facilitate him/her in forming an accurate list of products that are offered in those stores. The learner can construct a list or a chart or worksheets can be used. The learner should identify some products which fall under the following categories:

- Special Offers
- Best Buys
- Retail Own Brands
- Products specific to a particular store
- Main line products

**Demonstrate product knowledge on a specific range of products**

*In order to help the learner achieve **Learning Outcome 4** in particular, consider doing the following:*

Instruct the learner to choose a particular product range of their choice, for example, Washing Machines, Running Shoes, Types of Bread etc. The learner will write a summary report, prepare a flow chart, or create a list to illustrate product, relevant product knowledge and differences for at least 4 products selected from the range.

The learner will include four from the list below:

- Price
- Advantages
- Disadvantages
- Reputation
- Features
- Benefits
- Drawbacks
- Colours
- Additional Costs
- Warranties
- Back up Service
- Recycled Products Used
- Green Technology
- Energy Efficiency

**Describe the internal practices and procedures relating to stock including delivery, storage, packaging, pricing, display and maintaining stock levels**

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

The learner will describe the process of stock control to include possible information technology used in stock control. The learner will construct a flowchart, diagram or essay-style writing piece and must include the first four items from the list below and include other areas where relevant:

- Delivery procedures
- Checking a delivery
- Delivery dockets
- Storing various types of goods
- How to package different types of goods
- How to price goods correctly
- Different display types
- Facing off products on shelf
- Explain what merchandising is
- Different types of displays
- Minimum stock levels
- Re-ordering stock
- How Electronic Point of Sale (EPOS) affects stock levels

**Outline procedures for goods payment**

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

Facilitate the learner to describe various different methods of payments to include the advantages and disadvantages of each method. Methods can include four from the list below:

- Cash payments
- Credit Card Payments
- Laser Card Payments
- The use of Gift Cards
- Cheque Payments
- Offering Credit Finance to enable sales

- Issues around handling cash
- Issues around doing bank lodgements
- Procedures for doing till lifts and keeping lift records
- Security when counting money

### **Explain the importance of customer service**

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

Explore with the learner the importance of customer service. This can be done through worksheets, role play exercises or essay-style exercise. Information can include:

- Repeat Sales
- Customer Loyalty
- Pricing
- Customer Satisfaction
- Competition from other retailers
- Goodwill
- Mystery Shopper Report
- Reputation

### **List the range of jobs including background personnel available in retailing**

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following:*

Discuss with the learner potential job opportunities in retailing and associated qualifications needed for each role. Worksheets, lists, diagrams, film clips or essay-type assignments can be used. The learner can choose one or more work areas from the list below which he/she can focus on for investigation:

- Sales Assistant
- Shelf Packer
- Supervisor
- Cash Office Assistant
- Assistant Manager
- Store Manager
- HR Personnel
- Buyer
- Advertising Manager
- Store Room Assistant
- Warehousing Staff
- Delivery Driver
- Cleaner
- Car Park Attendant

### **Discuss the importance of contracts of employment for a range of types of employment relevant to the retail sector**

*In order to help the learner achieve **Learning Outcome 9** in particular, consider doing the following:*

Facilitate the learner to examine a range of different retail contracts. Use worksheets and/or discussion to develop learner's understanding of the importance of contracts of employment in this setting. Information should include five of the following terms:

- Nature of post of employment - Temporary/Permanent
- Duration of employment
- Duties, hours and overtime from time to time
- Working hours
- Salary or Hourly Rate
- Travel and subsistence allowances where relevant

- Holiday entitlements
- Special leave – Compassionate leave, *Force Majeure* leave
- Sick leave entitlements
- Notice of Termination of Employment
- Maternity leave – procedures and entitlements
- Medical examinations (if applicable)
- Declaration and signatures – employee and employer (both sign this document)

### **Use terminology appropriate to the retail industry correctly**

*In order to help the learner achieve **Learning Outcome 10** in particular, consider doing the following:*

Create worksheets or exercises that allow the learner to demonstrate understanding of a variety of terms which should include at least seven of the following terms:

- Customer
- Store Assistant
- Returns
- Faulty Goods
- Sale or Return
- Consumable Item
- Receipt
- Shoplifting
- Footfall
- Average Transaction Value
- Stock Loss
- Repeat Sales
- Merchandising
- End of Line
- Batch Products
- Sale of Goods Act
- Statutory Rights
- Guarantee
- Warranty
- Store Standards
- Product Groups
- Store Hygiene

### **Demonstrate ability to date check products**

*In order to help the learner achieve **Learning Outcome 11** in particular, consider doing the following:*

Create worksheets, exercises or simulated products that show a variety of sell-by dates and use-by dates. The learner will identify and document dates and ability to know if:

- Products are in date
- Products are out of date
- Length of shelf life left on products
- Appropriate displays to ensure products with shorter shelf life are sold first
- Procedures for dealing with out of date products

### **Demonstrate the process of stock rotation**

*In order to help the learner achieve **Learning Outcome 12** in particular, consider doing the following:*

Create a tangible exercise or a series of worksheets that will allow the learner to demonstrate correct stock rotation. Use the following areas for the basis of stock rotation learning:

- Placing stock with shorter shelf life to the front



- Placing stock with longer shelf life to the rear
- How to identify good selling areas in a store
- Placing end of line stock in high turnover areas
- Moving stock to refresh selling displays
- Reducing prices of stock nearing sell-by date

**Discuss personal suitability for a range of jobs in retailing**

*In order to help the learner achieve **Learning Outcome 13** in particular, consider doing the following:*

Facilitate a discussion with learners to identify skills, qualifications and experience needed to embark on a career in retailing of their choice. A variety of resources would be useful here including actual job advertisements, job role specifications or brainstorming to tease out suitability. Worksheets can be created so that the learner will look logically at the following:

- Retail career of interest
- Qualifications needed
- Experience needed
- Personality Profile for chosen career
- Discuss personal suitability for a range of jobs in retailing
- Rates of pay for different roles
- Long term development and career progression with various retail companies
- Internet, Newspapers

**11.a. Specific Information Relating to the Assessment Techniques - Retail Industry Knowledge 3N0592**

The assessor (teacher/tutor) is required to devise Assessment Briefs for the Collection of Work and Skills Demonstration. In devising the Assessment Briefs, care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner’s contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentations, or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner’s assessment portfolio.

<b>Collection of Work</b>	<b>100%</b>
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	
<p>The learner will compile a Collection of Work to include:</p> <ul style="list-style-type: none"> <li>• Identifying a range of types of retail stores and a range of alternative forms of retailing, including the benefits of each for the customer</li> <li>• Description of the retail categories for different types of products</li> <li>• List of the range of products offered in a variety of stores</li> <li>• Demonstration of product knowledge on a specific range of products</li> <li>• Description of the internal practices and procedures relating to stock including delivery, storage, packaging, pricing, display and maintaining stock levels</li> <li>• Outline of procedures for goods payment</li> <li>• Explanation of the importance of customer service</li> <li>• List of the range of jobs including background personnel available in retailing</li> <li>• Discussion of the importance of contracts of employment for a range of types of employment relevant to the retail sector</li> <li>• Use of terminology appropriate to the retail industry correctly</li> <li>• Demonstration of ability to date check products</li> <li>• Demonstration of the process of stock rotation</li> <li>• Discussion of personal suitability for a range of jobs in retailing.</li> </ul> <p>The Collection of Work must include:</p> <ul style="list-style-type: none"> <li>• Portfolio of Work</li> <li>• Assignment on Customer Service</li> <li>• Assignment on Stock Rotation</li> </ul>	

**11b Assessment - General Information – Retail Industry Knowledge 3N0592**

All instructions for the learner should be clearly outlined in an Assessment Brief

<b>Mapping Each Learning Outcome to an Assessment Technique</b>	
<b>Learning Outcome</b>	<b>Assessment Technique</b>
1. Identify a range of types of retail stores and a range of alternative forms of retailing, including the benefits of each for the customer	Collection of Work
2. Describe the retail categories for different types of products	Collection of Work
3. List the range of products offered in a variety of stores	Collection of Work
4. Demonstrate product knowledge on a specific range of products	Collection of Work
5. Describe the internal practices and procedures relating to stock including delivery, storage, packaging, pricing, display and maintaining stock levels	Collection of Work
6. Outline procedures for goods payment	Collection of Work
7. Explain the importance of customer service	Collection of Work
8. List the range of jobs including background personnel available in retailing	Collection of Work
9. Discuss the importance of contracts of employment for a range of types of employment relevant to the retail sector	Collection of Work
10. Use terminology appropriate to the retail industry correctly	Collection of Work
11. Demonstrate ability to date check products	Collection of Work
12. Demonstrate the process of stock rotation	Collection of Work
13. Discuss personal suitability for a range of jobs in retailing	Collection of Work

**Grading**

At Level 3 a learner is graded as Successful or Referred.

**Successful** means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

**Referred** means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.



**QQI**

<b>Level 3 Retail Industry Knowledge 3N0592</b>	<b>Learner Marking Sheet</b>
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Learner's Name: \_\_\_\_\_

Learner's PPSN: \_\_\_\_\_

<b>Learners will be able to:</b>	<b>Evidence of the following is included in the assessment portfolio:</b>	✓ If present in portfolio	<b>Please indicate where evidence is to be found</b>
1. Identify a range of types of retail stores and a range of alternative forms of retailing, including the benefits of each for the customer	Identify a range of retail stores including benefits for each for the customer including a number of items from the list below: <ul style="list-style-type: none"> <li>○ Supermarkets</li> <li>○ Hypermarkets</li> <li>○ Mini-Market</li> <li>○ Outdoor Markets</li> <li>○ Specialist Shops</li> <li>○ Local Stores</li> <li>○ Convenience Stores</li> <li>○ Petrol Stations</li> <li>○ Internet Shopping</li> <li>○ Catalogue Shopping</li> <li>○ TV Shopping Channels</li> </ul>		
2. Describe the retail categories for different types of products	Describe different retail categories to include at least six different categories from the list below: <ul style="list-style-type: none"> <li>○ Groceries</li> <li>○ Electrical</li> <li>○ Drapery</li> <li>○ Women's Clothing</li> <li>○ Men's Clothing</li> <li>○ Children's Clothing</li> <li>○ Footwear</li> </ul>		

	<ul style="list-style-type: none"> <li>○ DIY</li> <li>○ Hardware</li> <li>○ Household</li> <li>○ Fashion</li> <li>○ Books</li> <li>○ Confectionery</li> <li>○ Car Showrooms</li> </ul>		
<p>3. List the range of products offered in a variety of stores</p>	<p>List a range of products offered in a variety of stores including the following descriptions:</p> <ul style="list-style-type: none"> <li>○ Special Offers</li> <li>○ Best Buys</li> <li>○ Retail Own Brands</li> <li>○ Products specific to a particular store</li> <li>○ Main line product</li> </ul>		
<p>4. Demonstrate product knowledge on a specific range of products</p>	<p>Demonstrate relevant product knowledge which must include at least 4 of the areas listed below:</p> <ul style="list-style-type: none"> <li>○ Price</li> <li>○ Advantages</li> <li>○ Disadvantages</li> <li>○ Reputation</li> <li>○ Features</li> <li>○ Benefits</li> <li>○ Drawbacks</li> <li>○ Colours</li> <li>○ Additional Costs</li> <li>○ Warranties</li> <li>○ Back up Service</li> <li>○ Recycled Products Used</li> <li>○ Green Technology</li> <li>○ Energy Efficiency</li> </ul>		

<p>5. Describe the internal practices and procedures relating to stock including delivery, storage, packaging, pricing, display and maintaining stock levels</p>	<p>Describe internal practices and procedures relating to stock including the first four items from the list below and additional areas where relevant:</p> <ul style="list-style-type: none"> <li>○ Delivery procedures</li> <li>○ Checking a delivery</li> <li>○ Delivery dockets</li> <li>○ Storing various types of goods</li> <li>○ How to package different types of goods</li> <li>○ How to price goods correctly</li> <li>○ Different display types</li> <li>○ Facing off products on shelf</li> <li>○ Explaining what merchandising is</li> <li>○ Different types of displays</li> <li>○ Minimum stock levels</li> <li>○ Re-ordering stock</li> <li>○ How EPOS affects stock levels</li> </ul>		
<p>6. Outline procedures for goods payment</p>	<p>Outline procedures for goods payment which can include a selection from the following list:</p> <ul style="list-style-type: none"> <li>○ Cash payments</li> <li>○ Credit Card payments</li> <li>○ Laser Card payments</li> <li>○ The use of Gift Cards</li> <li>○ Cheque payments</li> <li>○ Offering Credit Finance to enable sales</li> <li>○ Issues around handling cash</li> <li>○ Issues around doing bank lodgements</li> <li>○ Procedures for doing till lifts and keeping lift records</li> <li>○ Security when counting money</li> </ul>		
<p>7. Explain the importance of customer service</p>	<p>Explain the importance of good customer service including some of the areas listed below:</p>		

	<ul style="list-style-type: none"> <li>○ Repeat sales</li> <li>○ Customer loyalty</li> <li>○ Pricing</li> <li>○ Customer satisfaction</li> <li>○ Competition from other retailers</li> <li>○ Goodwill</li> <li>○ Mystery Shopper Report</li> <li>○ Reputation</li> </ul>		
<p>8. List the range of jobs including background personnel available in retailing</p>	<p>List the range of jobs and careers available in retailing. Carry out an investigation of at least one area from the list below:</p> <ul style="list-style-type: none"> <li>○ Sales Assistant</li> <li>○ Shelf Packer</li> <li>○ Supervisor</li> <li>○ Cash Office Assistant</li> <li>○ Assistant Manager</li> <li>○ Store Manager</li> <li>○ HR Personnel</li> <li>○ Buyer</li> <li>○ Advertising Manager</li> <li>○ Store Room Assistant</li> <li>○ Warehousing Staff</li> <li>○ Delivery Driver</li> <li>○ Cleaner</li> <li>○ Car Park Attendant</li> </ul>		
<p>9. Discuss the importance of contracts of employment for a range of types of employment relevant to the retail sector</p>	<p>Discuss the importance of contracts of employment using a selection from the list of statutory employment terms outlined below:</p> <ul style="list-style-type: none"> <li>○ Nature of post of employment - Temporary/Permanent</li> <li>○ Duration of employment</li> <li>○ Duties hours and overtime from time to time</li> <li>○ Working hours</li> </ul>		

	<ul style="list-style-type: none"> <li>○ Salary or Hourly rate</li> <li>○ Travel and subsistence allowances where relevant</li> <li>○ Holiday entitlements</li> <li>○ Special leave – Compassionate leave, <i>Force Majeure</i> leave</li> <li>○ Sick leave entitlements</li> <li>○ Notice of Termination of Employment</li> <li>○ Maternity leave – procedures and entitlements</li> <li>○ Medical examinations (if applicable)</li> <li>○ Declaration and signatures – employee and employer (both sign this document)</li> </ul>		
<p>10. Use terminology appropriate to the retail industry correctly</p>	<p>Select and use a variety of retail terms (at least seven) correctly. The list below outlines the selection available:</p> <ul style="list-style-type: none"> <li>○ Customer</li> <li>○ Store Assistant</li> <li>○ Returns</li> <li>○ Faulty Goods</li> <li>○ Sale or Return</li> <li>○ Consumable Item</li> <li>○ Receipt</li> <li>○ Shoplifting</li> <li>○ Footfall</li> <li>○ Average Transaction Value</li> <li>○ Stock Loss</li> <li>○ Repeat Sales</li> <li>○ Merchandising</li> <li>○ End of Line</li> <li>○ Batch Products</li> <li>○ Sale of Goods Act</li> <li>○ Statutory Rights</li> <li>○ Guarantee</li> </ul>		



	<ul style="list-style-type: none"> <li>○ Warranty</li> <li>○ Store Standards</li> <li>○ Product Groups</li> <li>○ Store Hygiene</li> </ul>		
11. Demonstrate ability to date check products	<p>Demonstrate ability to date check products and take action where necessary in the following areas: Products are in date</p> <ul style="list-style-type: none"> <li>○ Products are out of date</li> <li>○ Length of shelf life left on products</li> <li>○ Appropriate displays to ensure products with shorter shelf life are sold first</li> <li>○ Procedures for dealing with out of date products</li> </ul>		
12. Demonstrate the process of stock rotation	<p>Demonstrate the process of stock rotation using the following criteria:</p> <ul style="list-style-type: none"> <li>○ Placing stock with shorter shelf life to the front</li> <li>○ Placing stock with longer shelf life to the rear</li> <li>○ How to identify good selling areas in a store</li> <li>○ Placing end of line stock in high turnover areas</li> <li>○ Moving stock to refresh selling displays</li> <li>○ Reducing prices of stock nearing sell-by date</li> </ul>		
13. Discuss personal suitability for a range of jobs in retailing	<p>Discuss personal suitability to a range of selected jobs analysing the chosen jobs and learner's suitability under the following headings:</p> <ul style="list-style-type: none"> <li>○ Retail career of interest</li> <li>○ Qualifications needed</li> <li>○ Experience needed</li> <li>○ Personality Profile for chosen career</li> <li>○ Rates of pay for different roles</li> <li>○ Long term development and career progression with various retail companies</li> </ul>		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

External Authenticator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_