



# **WJEC LEVEL 1/2 AWARD IN RETAIL BUSINESS**

## **TUTOR SUPPORT MATERIALS**

**For first teaching from September 2014**



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## Level 1/2 Award in Retail Business Teachers' Guide

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# 1 INTRODUCTION

Welcome to your WJEC tutor support pack, which has been designed to assist you in the delivery of the Level 1/2 Award in Retail Business. This resource includes a variety of learning activities, which have been directly matched to the requirements of the specification.

It is the intention of this guide to be but one of several ways in which WJEC provides assistance to teachers delivering the specification, sitting alongside the specimen papers and CPD.

WJEC provides the following as part of its support for all specifications:

- Examiners' reports on each examinations series
- Free access to past question papers via the WJEC secure website
- Easy access to the specification and other key documents on the main website
- CPD
- Easy access to both the Subject Officer and to administrative sections

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## 2 MAKING TEACHING APPLIED AND PURPOSEFUL

Ofqual defines applied learning as 'the acquisition and application of knowledge, skills and understanding through tasks set in sector contexts that have many of the characteristics of real work or are set within the workplace. Most importantly, the purpose of the task must be relevant to real work in the sector'.

Source: <http://www.ofqual.gov.uk/501.aspx>

It is important that learners recognise the knowledge, understanding and skills they develop are vocationally relevant. Applied learning can give learners 'real-life' purposeful experiences within and outside the school/college environment.

The activities within this tutor support pack where possible adopt an applied and purposeful approach to learning.

## 3 MAXIMISING EMPLOYER LINKS

Some of the suggested approaches and activities are designed to enable learners to work on 'live' projects. Links with retailers are recommended to enhance the learning experience. Learning involving different types of organisations and retail sectors will support the learners' knowledge of the wider retail sector. The 'live' projects benefit the learners, the school/college and the employer. The table below gives some examples of the benefits of working with employers for this qualification.

Benefits to the learner	Benefits to the school/college	Benefits to the employer
<ul style="list-style-type: none"> <li>• More enjoyable and purposeful</li> <li>• Improved aspirations</li> <li>• Ability to apply skills, knowledge and understanding in future contexts and situations</li> <li>• Prepared for future research</li> <li>• Better prepared for the assessment</li> <li>• Develops employability skills</li> </ul>	<ul style="list-style-type: none"> <li>• More motivated learners</li> <li>• Improved attainment and achievement</li> <li>• Better links with employers</li> <li>• Community involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Free research</li> <li>• Can improve the flow of young people into retail</li> <li>• Cuts recruitment costs</li> <li>• Become the employer of choice</li> <li>• Brand awareness</li> <li>• Learners may use the retail business and tell others due to the employers involvement</li> </ul>

## **4** *FORMATIVE VERSUS SUMMATIVE ASSESSMENT*

**Formative** – assessment for learning. This should be used throughout the learning process to analyse the learning and feedback progress to learners.

Throughout this tutor support pack, the activities indicate suggested formative assessment.

**Summative** – assessment of learning. This is used once learning of the unit is complete. This assessment certifies the individual achievement of learners.

## **5** UNIT 1: CUSTOMER EXPERIENCE

### **5.1 Introduction to the unit**

The applied purpose of this unit is to review the quality of the customer experience in a retail business. The suggested activities are designed to develop the learners' knowledge about the principles of customer service and understanding of how retailers meet the expectations of customers. Learners are required to develop research skills so that they can investigate the quality of the customer experience across different retailers, analysing and presenting their findings. The suggested activities support the development of these research skills as they investigate the quality of customers experience in different retail businesses.

The tutor support guidance for unit 1: Customer Experience adopts a purposeful applied approach to learning. It focuses on two project retail investigations, which draw on theory and practice. This is one approach which supports the transfer of learning from one retail situation to another. The projects are 'live' rather than scenario-based activities and are designed to be used with local retail businesses or contacts that your school/college has with retail businesses. The organisations suggested in this tutor support pack are suggestions only. The retail organisations should be adapted to your local needs, and retail contacts established. It is recommended that you select different types of organisations to allow the learner to apply their learning to different contexts and/or situations.

### **5.2 Planning for the delivery of the unit**

**The activities in this tutor support pack are suggestions only.** Each centre will have to decide whether the activities are appropriate for your learners, and it is acknowledged that local conditions may determine the approach adopted. It is strongly recommended that learning involves different types of retail businesses supported by as much employer involvement as possible. This approach will enable the learners to apply their knowledge and understanding to the 'real life' retail business environment.

The suggested activities are designed to work on 'live' projects with two retail organisations. A further retail organisation will be required for the assessment. It is recommended that learning involves different types of organisations e.g. a local family run organisation such as a local convenience store; a large organisation such as a large supermarket, department store, phone store; a retailer who has an online presence etc.

Although the suggested activities involve employer engagement please note that the majority of the activities are designed to take place within the classroom.

The suggested learning activities for this unit are broken down in to two projects (Project 1 and Project 2). Learners are to develop the knowledge, understanding and skills through the experience they will acquire in carrying out each project. Formative feedback is crucial to the learning. Examples of the recommended topics for formative feedback are highlighted against each activity.

Project 1 uses a supermarket as the organisation. The supermarket could be a small local supermarket (e.g. Nisa, Tesco Express, Co-op, Sainsbury's Local, Costcutter etc.), or a supermarket/hypermarket in a town (e.g. Marks and Spencer's, Morrison's, Sainsbury's, Tesco, Waitrose etc.), a supermarket on the outskirts of a town (e.g. Aldi, Asda, Iceland and Lidl), or a retail park. Project 2 uses a pharmacy with a shop. The pharmacy could be a local business or it could be adapted to be used on organisations such as Boots the Chemist, Superdrug, Lloyds Pharmacy etc. It is not the pharmacy which is key, instead the shop side of the business. Using this type of business will allow you to discuss legal aspects such as age restrictions on goods. When selecting the specific organisation for both learning and assessment it is important to choose one with an online presence so that the relevant criteria is covered and learners are able to meet the requirements of the assessment once learning is complete.

The recommended tutor advance planning for each of the two projects is as follows:

***Project 1 tutor planning suggestions:***

1. Select a supermarket to work with on this project. You could use your links with a retail business in the local area and/or use staff or Governor contacts. (Alternatively you could use another retail business).
2. Check the employer to be used has an online retail presence so that learners have the opportunity to learn about different retail channels.
3. Ensure that the employer agrees that learners can carry out a mystery shopper exercise. Liaise with the employer to make the learner involvement clear. Sell the benefits of young people providing feedback on the organisation's service.
4. Ask for copies of mystery shopper forms used by the supermarket. A mystery shopper form example is also available in the appendices.
5. Gather copies of the employer customer service standards, policies and charters.
6. Set up a focus group meeting. The group needs to include customers of the supermarket. Attendees could include teachers/lecturers, parents, governors etc.
7. Book a room for a focus group meeting/set up the classroom to accommodate the activity.
8. Gather examples of research plans. Produce a blank research log, which does not document all secondary research. Learners are to use a basic copy and review it so it should have some omissions.

***Project 2 tutor planning suggestions:***

1. Select a pharmacy with a retail presence for this project. You could use your links with the retail business in the local area and/or use staff or governors' contacts. (Alternatively you could use another retail business).
2. Check the employer to be used has an online retail presence so that learners have the opportunity to learn about different retail channels.
3. Ensure that the employer agrees that learners can carry out a mystery shopper.
4. Liaise with the employer to make involvement clear and sell the benefits of young people feeding back on the organisation's service.
5. Check with the employer that learners can carry out a mystery shopper, interview customers and carry out questionnaires.
6. Ask teachers and learners (who use the pharmacy) to volunteer to be interviewed. A poster to attract volunteers could be placed on the learner and staff notice boards.
7. Gather copies of the employer customer service standards, policies and charters.
8. Gather samples of retail questionnaires to use as examples for learners.
9. Gather video clips of customers interacting with staff in retail situations e.g. from TV programmes, YouTube clips etc.

Each project should be allocated 12-15 contact hours of learning. There are also activities that require independent learning. The suggested activities involve individual and group work. Where group work is used, it is advisable that learners experience different roles throughout the two projects. Please note, when it comes to the summative assessment, it does not permit group work when learners are producing evidence for assessment.

Learning activities for this unit could also be linked to school/college wider activities such as at parent evenings where learners could carry out research activities e.g. finding out about peoples shopping experiences.

**Note:** When selecting the two retail businesses for learning and the final retail business for the summative assessment, it is extremely important that the retail business has an online presence.

### 5.3 Suggested learning activities

Learners are to be given the learner brief at the start of this unit. The learner brief, if possible, is to be issued by the employer. This will give more impact and enable the employer to set the scene for the enquiry. If the employer is unavailable a video link could be made or alternatively, you could issue the brief.

To make each project easier to manage, the activities have been grouped in to topic areas. You may choose to rename these or simply number the activities.

Project 1 topic areas	Project 2 topic areas
Topic 1: Setting the standards	Topic 1: The research plan
Topic 2: The focus group	Topic 2: The interview
Topic 3: Mystery shopper	Topic 3: The questionnaire
Topic 4: Secondary research	Topic 4: Mystery shopper
Topic 5: Presenting information	Topic 5: Secondary research
	Topic 6: Presenting information

#### Project Learning Activity 1

*X will need to be replaced by the name of the retail business you have agreed to use for this project.*

*Y will need to be replaced by the name of the village/town/city in which the supermarket is located.*

#### Learner Brief

X is a supermarket. They are planning to review the quality of the customer experience as part of their business monitoring process. The review will take account of both their supermarket located in Y and their website. They would like to work with local people so that they can better meet their needs. Your class has been nominated to work with the supermarket to carry out the review.

The review will include:

- A mystery shopper exercise – both online and in the supermarket
- Questioning of a range of customers – via a focus group
- Research of any feedback posted on the Internet
- Any customer service standards, policies, charters etc. produced by the supermarket

#### Tasks

1. Design your research tools to be used.
2. Carry out research, processing your findings
3. Report your findings

## Project 1 Learning Activities

### Topic 1: Setting the standards

- 1.1** A guest speaker from the supermarket sets the project, timeframes and outcomes. They provide learners with a master class on customer service standards expected by the supermarket. The guest speaker is to discuss the principles of customer service and the standard of service expected of their staff.

Learners participate in role-play activities when customers interact with staff, devised by the retailer. For example, giving advice about the location of breakfast cereals; or refunding a toy that is damaged. They peer assess each performance against standards set by the retailer. At the end of the session the group discuss the principles of customer service and retail situations when customers interact.

*Principles: greeting the customer; interacting with the customer; building rapport; identifying customer needs; services and facilities for customers; encouraging feedback from customers; responding to customer feedback from customers; meeting legal requirements.*

Learners to write up a description of customer service situations when customers interact with supermarket employees. Learners should also write a description of how X supermarket employees meet the principles of customer service.

- 1.2** Learners have a guest speaker from training standards who gives a talk on what retailers must do to meet legal requirements. Learners are set scenarios and are required to identify how the retailer meets/does not meet legal requirements. Ideally, the scenarios should be set by the trading standards officer or in conjunction with him/her.
- 1.3** Learners to be given examples of research plans. For project 1, learners should be guided on the planning of activities required for the project i.e. the focus group details, the tools they will be using, the timescales they need to work to etc. They should also be guided on how to produce a research plan. In project 2, the learners will produce their own plan. Learners will produce their own research tools for this project.

As a group, learners to plan project 1. Learners should adapt and add to the example plans given by you.

**Formative feedback:** Learners to receive individual feedback on the quality of their description. The feedback should comment on the range of situations included and also on the quality of the description i.e. whether it was an outline or an actual description. Learners should also receive feedback on the group project plan.

## Topic 2: The focus group

**2.1** Learners to discuss in small groups 'what they understand by the term focus group'. Each group are to feedback their thoughts to the rest of the class. Following on from the discussion, learners to devise research questions for the project focus group. Each group to devise:

- One introductory question that gets the participants discussing where they buy their groceries
- One linking question to move the discussion from the broad to the specific questions
- One key question which specifically targets what their needs are when visiting a supermarket
- One key question that specifically targets how well supermarkets meet the expectations of the participants.

(Expectations include: meeting needs/quality/cost/customer relationships/brand image)

As a group learners could pool the questions and decide which questions should be used. This could also lead to a discussion on the validity of questions.

Learners should agree roles for the focus group e.g. facilitator, note keeper etc.

**2.2** Learners to facilitate a focus group to find out the needs of different individuals when shopping at a supermarket and what their views are on how the retailers meet their expectations. The focus group must discuss the supermarket they are reviewing however it should also include people's views of other supermarkets.

**2.3** Following the focus group, learners should discuss the points raised in the focus group. They should discuss whether the notes fully reflect the actual focus group, the validity and analysis of the information. Individually, learners should write their own notes of the conclusions drawn.

**Formative feedback:** Learners to receive feedback on the quality of the questions designed for the focus meeting, their ability to process information and the quality of the conclusions drawn from the focus group. Feedback on the questions should include whether there were any errors and the appropriateness of the language used. Feedback on the process skills should include how well each learner interpreted the primary research and their judgements on the validity of the research. Feedback could also comment on the structure of the conclusions and whether they were or were not substantiated.

## Topic 3: Mystery shopper

**3.1** Learners look at examples of mystery shopper forms used by X supermarket and other retailers (see two examples in the appendices). Learners split into small groups and devise a mystery shopper checklist. Learners should be given set priority areas from the employer.

Learners to watch Mary Portas secret shopper episode 4 <http://www.youtube.com/watch?v=wuCYTqYFDfs>. As a group, learners discuss the mystery shopper and the findings observed. Learners could use their mystery shopper checklist whilst watching the video then discuss their findings.

- 3.2** Learners to visit the supermarket and carry out a mystery shopper exercise including the completion of the mystery shopper checklist.
- If a large supermarket is used, learners could be allocated an area of the supermarket that they 'mystery shop' e.g. meat/fish/clothing
  - Learners could visit the supermarket at different times so they could see if the service differs based on the time visited
  - Learners could accompany a customer (member of staff, relative etc.) on a shopping visit to the supermarket

Learners are to give oral feedback on their findings from the mystery shopper exercise. If learners have been given a specific area this will allow them, collectively, to have feedback on the performance of all areas of the supermarket.

- 3.3** Learners to review their mystery shopper checklist form and annotate what worked well and any changes required if they were to use the checklist again. Learners to be given examples of other types of retailers and asked what would need changing on the mystery shopper checklist if it was to be used for those retailer businesses given.

Learners to write a conclusion of their findings from their mystery shopper visit. They should use the checklist to substantiate their conclusions. Learners could also pool their completed checklist so that they can analyse a variety of mystery shopper visits. If more than one mystery shopper form is used, learners could produce diagrams. They could also use diagrams to present the different areas of their findings.

**Formative feedback:** Learners to receive feedback on the design of the mystery shopper research tool, their process skills used and the conclusions drawn from the mystery shopper activity. Feedback to include comments on the structure of the mystery shopper checklist, the language used and whether there were any errors. Learners should also be given feedback on their conclusions and whether they were substantiated and the presentation of information analysed.

#### **Topic 4: Secondary research**

- 4.1** In small groups learners look at the supermarket's website to determine whether the customer service differs online to in the store they have just visited. Learners should consider the following (the employer could also give set criteria for them to consider):
- Does the homepage greet the customer? If so, how well?
  - Is the online store interactive with the user? If so, how well does it work? Can you ask the website to help customers find goods? Does it build a rapport?
  - How well does the online store meet customer needs and expectations?
  - What online services and facilities are there?
  - Does the online store encourage feedback?
- 4.2** Learners search reviews of the supermarket on the Internet. They should also look at customer reviews of other supermarkets. Learners should be given a basic research log template so that they can start to learn how to document any research undertaken.

4.3 Learners analyse the findings of their secondary research. They present their findings and conclusions to the rest of the group. Learners should be encouraged to explain why their conclusions are valid.

4.4 Learners review their research log and identify any changes required if they were to use it to carry out future secondary research.

**Formative feedback:** Learners to receive feedback on any improvements to the design of the secondary research log, their process skills and the conclusions drawn from their Internet research.

### Topic 5: Presenting information

5.1 Learners to prepare a 20-minute presentation to the supermarket guest speaker, who set the project. The content should be drawn from all the activities used throughout this project, making any changes based on the formative feedback given throughout. They should use diagrams e.g. tables, graphs, pie charts and orally include the following:

- A description of how the supermarket employees meet the principles of customer service
- A description of the situations when customers interacted with staff in the supermarket
- Details on how the supermarkets' online presence and store differs in customer service delivery
- A description of the needs of the retail customers explored through the focus group and any observations through the mystery shopper exercise
- An explanation of how the supermarket meets the expectations of different customers
- Details of what other supermarkets do to meet customer expectations

**Formative feedback:** The guest speaker should provide feedback on the presentation content.

5.2 Learners to follow up the presentation with a written report to the supermarket guest speaker. This exercise will support the development of their written skills.

**Formative feedback:** Learners to receive feedback using the performance bands on the following:

1. The description of the principles of customer service (whether it is an outline or a description)
2. The description of situations when customers interact with the supermarket (the level of detail in the description and the range of situations considered)
3. The description of how customer service delivery differs across the retail chains (store versus online – whether they cover the differences)
4. The description of the needs of different types of retail customers (the range of customers considered and whether they have exemplified the needs)
5. The explanation of how the supermarket meets the expectations of different types of customers (whether there is a simple or reasoned explanation and whether they consider a few or a wide range of customers)
6. How well they present the information (the structure, use of diagrams, the written communication)
7. How well they draw conclusions from the research (whether they give straightforward or substantiated conclusions)

## **Project Learning Activity 2**

*X will need to be replaced by the name of the retail business you have agreed to use for this project.*

*Y will need to be replaced by the name of the village/town/city in which the retail business is located.*

### **Learner Brief**

X is pharmacy located in Y. As well as the pharmacy, they have a shop selling a wide variety of over-the-counter medicines, baby and mother products, healthcare products, skincare products, toiletries, and fragrances. The pharmacy also has a website selling these products. They are planning to review the quality of their customer experience. The pharmacy is a family run shop so budgets are limited to pay for external companies to carry out a review. Many of their customers are local residents. They have approached your local school/college to see if they can carry out a review. This activity has been given to your group as you have knowledge of retail business. The review will only cover non-prescription goods but will cover both the retail actual store and online provision.

The review will include:

- A mystery shopper exercise - both online and in the pharmacy shop
- Questioning of a range of customers – via a questionnaire and interviews
- Research of any feedback posted on the Internet
- Any customer service standards, policies, charters etc. produced by the pharmacy

### **Tasks**

1. Plan your research, including designing the research tools you will use
2. Carry out research, analysing your findings
3. Report your findings

## **Project 2 Learning Activities**

### **Topic 1: The research plan**

- 1.1 Learners are to visit the pharmacy. The employer sets the project, timeframes and outcomes. The employer should explain what they would like the learners to investigate and give details of the key areas to review. Learners are given details of the standards expected by the employer. They are shown copies of the customer service standards. Learners to be given a tour of the store and given examples of the standard of service expected. Alternatively the employer could come to the school/college.
- 1.2 A guest speaker from a market research organisation provides learners with a master class on how to interview customers. The master class could also include designing interview questions. Learners interview one another using questions designed by the guest speaker and those they have designed through the master class session.

Following this learning, learners should produce interview questions, which can be used to find out customer needs when using a pharmacy for non-prescription goods. They could also design questions to find out how pharmacy shops meet the expectations of customers.

- 1.3** Learners look at examples of questionnaires used by retail businesses. Learners look online at retail websites to establish the type of questions asked by retailers. Individually, learners devise a questionnaire for their enquiry. The questionnaire should also include research to find out whether other pharmacies better meet customer expectations in relation to:
- Meeting needs
  - Quality of service
  - Costs
  - Customer relationships
  - Brand image

Learners could vote on the best questionnaire designed by the class. They could review peers questionnaires.

- 1.4** Learners amend their mystery shopper checklist used in project 1 to meet the requirements of the project 2 brief.
- 1.5** Learners amend their research log used in project 1 so that it captures the appropriate information required for this project.
- 1.6** Learners produce an individual research plan, which describes the principles of customer service and highlights the research tasks to be carried out as part of the project.

**Formative feedback:** Learners to receive individual feedback on their research plan and the design of research tools. The feedback should comment on the structure and design of the research tools and on the use of language i.e. whether it is appropriate for the enquiry.

Learners should also receive feedback on the description of the principles of customer service (whether it is an outline or a description).

Feedback on the research log should relate to whether the learner would be able to capture sufficient information, which they can then analyse.

## Topic 2: The interview

- 2.1** Learners to interview people to find out their needs when using a pharmacy for non-prescription goods. They should make notes during each interview. The interviews could be people in the pharmacy (if the owner/manager agrees) or friends/family/teachers/peers who use the pharmacy.
- 2.2** As a group, learners to discuss the results of the interview. Individually, learners analyse the findings then write up their conclusions based on the interview evidence. This will form part of the report for the pharmacy. Learners could be shown how to produce diagrams. Learners should be encouraged to produce diagrams using their own research.

**Formative feedback:** Learners to receive feedback on their ability to process research information and their conclusions drawn from the interview.

Feedback to include comments on the diagrams and structure of their written conclusions. Feedback should also include whether the conclusions are straightforward and whether they are/are not substantiated.

### Topic 3: The questionnaire

- 3.1 Learners to hand out questionnaires to their teachers/lecturers, friends and family. Once the questionnaires are complete, learners to individually:
- Review the information for validity
  - Interpret and analyse the findings
  - Record the information
  - Draw conclusions from the evidence
- 3.2 Learners to write up their findings. This will form part of the report for the pharmacy.

**Formative feedback:** Learners to receive feedback on their ability to process research information and their conclusions drawn from the questionnaire. Feedback to include comments on the structure of their written conclusions, the appropriateness of the content used and whether they have evaluated the validity of information. It should also include whether the conclusions are straightforward and whether they are/are not substantiated.

### Topic 4: Mystery shopper

- 4.1 Learners watch a video clip of customers in a shop. They identify situations when customers interact with the retail organisations. They judge how well the organisation meets the expectations of different customers. Learners could complete their mystery shopper checklist to practice using the form. As a group discuss the analysis of their findings.
- 4.2 Learners to accompany a customer (member of staff, friend or relative) on a shopping visit to the pharmacy or visit themselves as a customer. They carry out the mystery shopper exercise and complete the mystery shopper checklist.
- 4.3 Individually, learners to:
- Review the information gathered for validity
  - Interpret and analyse the findings
  - Record the information
  - Draw conclusions from the evidence
  - Write up their findings, this will form part of the report for the pharmacy

**Formative feedback:** Learners to receive feedback on their process skills and the conclusions drawn from the mystery shopper activity. Feedback to include comments on the structure of their written conclusions, the appropriateness of the content used and whether they have evaluated the validity of information. It should also include whether the conclusions are straightforward or substantiated.

### Topic 5: Secondary research

- 5.1 In small groups, learners look at the pharmacy website to determine whether the customer service differs online to the customer service in their shop. Learners consider the following (the employer could also give set criteria for them to consider):
- Does the homepage greet the customer? If so, how well?
  - Is the online store interactive with the user? If so, how well does it work? Can you ask the website to help customers find goods? Does it build a rapport?
  - How well does the online store meet customer needs and expectations?
  - What online services and facilities are there?
  - Does the online store encourage feedback?

**5.2** Learners to search reviews of the pharmacy on the Internet.

**5.3** Learners to write up their findings. This will form part of the report for the pharmacy.

**Formative feedback:** Learners to receive feedback on their process skills and the conclusions drawn from the Internet research.  
Feedback to comment whether it is an outline or description of how customer service differs across retail channels. It should also comment whether it is a description of each or a description showing the differences between the two channels. Comments should include whether or where the description is clear.

### Topic 6: Presenting information

- 6.1** Learners to prepare a written report for the pharmacy. They should use diagrams e.g. tables, graphs, pie charts and include the following:
- A description of the situations when customers interact with staff in a pharmacy shop
  - A description of the difference in service delivery between the pharmacy shop and the store online
  - A description of the needs of the pharmacy's retail customers
  - An explanation of how the pharmacy meets the expectations of different customers
  - An explanation of what other pharmacy shops do to meet customer expectations
  - Conclusions from their primary and secondary research findings

**Formative feedback:** Learners to receive feedback using the performance bands on the following criteria:

1. The description of situations when customers interact with retail businesses (the level of detail in the description and the range of situations considered)
2. The description of how customer service delivery differs across the retail chains (store versus online – whether they cover the differences)
3. The description of the needs of different types of retail customers (the range of customers considered and whether they have exemplified the needs)
4. The explanation of how the pharmacy meets the expectations of different types of customers (whether there is a simple or reasoned explanation and whether they consider a few or a wide range of customers)
5. How well they present the information (the structure, use of diagrams, the written communication)
6. How well they draw conclusions from the research (whether they give straightforward or substantiated conclusions)

### 5.4 Suggested resources

#### Websites:

Retail businesses own websites

[www.brc.org.uk](http://www.brc.org.uk)

[www.maryportas.com](http://www.maryportas.com)

[www.mrs.org.uk](http://www.mrs.org.uk)

[www.tradingstandards.gov.uk](http://www.tradingstandards.gov.uk)

[www.drapersonline.com](http://www.drapersonline.com)

[www.talkingretail.com](http://www.talkingretail.com)

[www.welcometoexcellence.co.uk](http://www.welcometoexcellence.co.uk)

Mary Portas video <http://www.youtube.com/watch?v=wuCYTqYFDfs>.

**Journals:**

The Grocer  
Retail Week

**Books (Recommended for teachers rather than learners):**

Retailing – An Introduction	Roger Cox and Paul Brittain	ISBN-13: 978-0273678199 (Prentice Hall)
The Complete Idiot's Guide to Starting and Running a Retail Store	James E. Dion	ISBN-13: 978-1592577262 (Alpha Books)
Retail Business Kit for Dummies	Rick Segel	ISBN-13: 978-0470293300 (John Wiley & Sons)
The Retail Handbook: Helping you achieve your potential in retail	Anthony Welfare	ISBN 978-1-907722-36-3 (Ecademy Press)

# 6 UNIT 2: RETAIL BUSINESS

## 6.1 Introduction to the unit

The purpose of this unit is to enable learners to propose business solutions for a range of issues in the retail sector. Through this unit the learners will learn about the retail sector and the issues challenging retailers in a very competitive environment. Using the knowledge and understanding they will have accrued of the retail industry the learners will be able to recommend how retailers can respond to issues facing this dynamic industry.

## 6.2 Planning the delivery of the unit

**The activities in this tutor support pack are suggestions only.** Each centre will have to decide whether the activities are appropriate for their learners, and it is acknowledged that local conditions may determine the approach adopted. It is strongly recommended that learning involves different types of retail businesses supported by as much employer involvement as possible. This approach will enable the learners to apply their knowledge and understanding to the 'real life' retail business environment. As this unit is assessed through an examination centres will also need to ensure that their learners are thoroughly prepared and are able to apply their knowledge and understanding in an applied context.

The following suggestions include a wide range of learning activities and a project activity, which involve employer involvement. Although the suggested activities involve employer engagement please note that the majority are designed to take place within the classroom.

The GLH of 30 hours means that it is unlikely that centres will use all the suggested activities and project and therefore each centre will have to decide which activities and/or project are best suited to their learners and the centre's policy regarding centre visits. The suggestions include a number of individual activities which will enable the learners to gain the knowledge and understanding required for the examination. Some centres, however, might prefer the more holistic project approach.

### Tutor planning suggestions

1. Use your links with retail businesses in the local area whether they be friends, school/college staff, governor contacts or previous contacts through work experience or career evenings.
2. Do your homework and ensure that your chosen employer contacts can provide the information and support your learners will need.
3. Ensure that your chosen employer contacts have a clear understanding of what you require for your learners.

4. Where appropriate, promote the idea that the employer may well benefit from supporting the learners.
5. Gather articles from local and national newspapers, retail magazines and websites which are relevant to the Retail Business course.
6. Liaise with the school's Business Studies department as they may well have useful textbooks, DVDs and other resources.
7. Gather video clips from websites such as YouTube and TV programmes.
8. Make it exciting! Although this is an examined unit the learners will be best prepared if they can apply their knowledge and understanding to 'real life' retail situations.
9. It is suggested that the activities and/or project be allocated 25 hours which would leave a further 5 hours for revision purposes.

### **6.3 Suggested learning activities and project**

#### **Learning Activities**

##### **Activity 1**

Learners to be given a guided tour of a shopping centre by the Operations Manager. Learners observe, take photographs and make notes on the different forms of retail businesses. Learners, in small groups, are to present their findings in the form of a wall display.

(AC1.1)

##### **Activity 2**

Learners are to be presented with examples of retail businesses with different forms of ownership. For example:

**Franchise:** A parent company, called the franchisor, will sell the right to use its name to an independent operator, called the franchisee, e.g. The Body Shop and SPAR.

The learners are to work in small groups and research the advantages and disadvantages of the different forms of ownership.

##### **Activity 3**

Learners to visit the local town centre and complete a survey of the different forms of retail businesses. Learners are to work in small groups and present their findings in the form of charts/graphs.

(AC1.1, 1.2 and 3.2)

##### **Activity 4**

Learners welcome a representative from a local chamber of commerce or traders association. The speaker gives a talk on the different forms of retail businesses and ownership. Learners are set scenarios in which they have to describe forms of retail businesses and assess the forms of ownership – possibly using the worksheet in the appendices. The scenarios should be set in agreement with the representative.

(AC1.1 and 1.2)

### **Activity 5**

Learners are given the names of 10-15 retail businesses by their tutor and are required to find one objective for each by searching the Internet. The names should include a range of different retail businesses and forms of ownership.

(AC1.3)

### **Activity 6**

International food retailer franchise Subway has unveiled major expansion plans to open 1,300 stores across the UK and Ireland by 2020, in response to growing consumer demand. The learners are to suggest:

- One potential business objective for Subway
- One potential retail objective for Subway
- One potential financial objective for Subway

(AC1.3)

### **Activity 7**

Learners are to be prepared for a short 20 minute test on ACs 1.1, 1.2 and 1.3. The test is to be set by the tutor and marked by the peer group. Feedback is to be given by the tutor on the learners' performance.

### **Activity 8**

Learners welcome a guest speaker from a local retail organisation. The speaker outlines how the UK business environment affects retail businesses in the locality. This could be followed by a 'Round Robin' activity where the guest speaker sets 3 or 4 scenarios which require the learners to explain how the UK business environment affects retail businesses economically, socially and environmentally.

(AC 2.1)

### **Activity 9**

Learners to watch a video about the UK business environment. YouTube offers a number of choices.

[http://www.youtube.com/results?search\\_query=uk%20business%20environment&sm=1](http://www.youtube.com/results?search_query=uk%20business%20environment&sm=1)

The learners are to work in small groups in order to:

- Identify UK business environment factors – economic, environmental and social
- Discuss the effect on local retail businesses

### **Activity 10**

Learners to research the websites of retail businesses in order to explore what their environmental and social responsibilities are. The learners could then summarise their findings and explain how a commitment to environmental and social responsibilities is likely to affect their business. Examples include:

(AC2.1)

- <https://plana.marksandspencer.com/about>
- <http://www.patagonia.com/eu/enGB/home>
- <http://uk.lizearle.com/our-principles>

### **Activity 11**

For each of the following learners are to write a brief report which should include the type of location, possible location characteristics and their likely effect on the businesses.

(AC2.2)

- WC World Plc is a large bathroom retailer. The business has over 100 stores throughout the UK many of which are located on out-of-town retail parks
- Maria and her partner plan to open a newsagents shop close to a busy railway station
- Jack has recently become a SPAR retailer. His store is on the edge of a large housing estate in a deprived area of a large town and is 1 mile from the nearest supermarket

### **Activity 12**

Learners are set 3 scenarios. Learners are to decide on the best location for retail businesses taking into account location characteristics. This activity could include small group work but with individual reports and presentations.

(AC2.2)

### **Activity 13**

Learners are to research a major supermarket in order to identify the methods they use in order to meet their objectives. The learners should write individual reports on their findings.

(AC 2.3)

### **Activity 14**

Learners are to work with a local retailer who is interested in finding new methods in order to meet the business's objectives. The retailer explains the present methods used by the business to achieve its objectives and sets the learners the task of suggesting realistic alternatives. The learners are to work in small groups and present their suggestions to the retailer.

(AC 2.3)

Alternatively, the learners could be given Scenarios devised with employers.

For example:

- Casey Jones owns and runs Steam Dreams which is a model railway shop. He sells and repairs model railway products. His old fashioned and 'tired' looking shop is his only outlet for selling its products and services. He has 2 simple objectives – to survive and make a small profit. In the last year the sales have dropped by 15% and he is in danger of not achieving his 2 objectives

Suggest 3 methods that Casey Jones could use to achieve his objectives.

### **Activity 15**

Learners are to be prepared for a short 30 minute test on ACs 2.1, 2.2 and 2.3. The test is to be set by the tutor and marked by the peer group. Feedback is to be given by the tutor on the learners' performance.

### **Activity 16**

Learners are to be made aware of the (Mary) Portas Review and its findings. Learners to be set the task of interpreting the charts presented within the review.  
(AC 3.1, 3.2 and 3.3)

### **Activity 17**

Learners to research 3 of the Portas Pilots (<http://www.maryportas.com/portaspilots>) in small groups and present their findings to the rest of the class. The groups are to focus on the issues facing the Portas Pilots and the advantages and disadvantages of the solutions being considered.  
(AC 3.1 and 3.3)

### **Activity 18**

Learners welcome a guest speaker from the local chamber of commerce and/or county council. The speaker outlines issues facing local retailers and presents the learners with supporting data (e.g. footfall, high street vacancies, out-of-town growth). The learners are set the task of interpreting the data with regard to its significance for local retailers. The learners are then set the task of suggesting a range of options that could be possible solutions to the problems identified. Alternatively, the tutor could present a range of data for the learners to interpret.  
(AC 3.1, 3.2 and 3.3)

### **Activity 19**

Learners are to be prepared for a mock end of unit test. The Specimen Examination paper could be used for this activity. Feedback is to be given by the tutor on the learners' performance.

### **Project**

The following brief is intended to cover each of the three learning outcomes but not all of the assessment criteria. Any assessment criteria not covered will need to be covered by some of the above activities or other classroom activities. Learners are to be given the learning brief at the start of this unit. If possible, the learner brief should be agreed with the representative. Ideally, the representative should brief the learners in one of their initial lessons.

#### **Learner brief**

Learners are asked to present a report on the retail situation on the high street (or town centre) and suggest solutions as to how the shops could improve their footfall. The report is to be presented to representatives of the town council/chamber of commerce.

The report will include:

- A description of forms of retail business on the high street
- An identification of forms of ownership on the high street
- An explanation of how the UK business environment is affecting retail businesses on the high street
- An explanation of the effect of location characteristics on retail businesses on the high street
- Methods used by retail businesses on the high street to achieve their objectives
- An analysis of the current situation on the high street
- An interpretation of any data (secondary and/or primary) gathered relating to the retail businesses on the high street A review of options for solutions to increase the footfall with regard to the retail businesses on the high street

### **Activity 1**

A representative from the town council/chamber of commerce meets with the learners to discuss the project and outline what should be included in the report.

### **Activity 2**

Learners to visit the local high street and find out about the different forms of retail businesses and their ownership. Learners could complete a simple sheet as shown in the appendices.

Learners to write up individual descriptions of the forms of retail business. In small groups they could also present their findings in the form of charts/graphs. They can then interpret the data, presenting their findings in the form of charts/graphs.

(AC 1.1, 1.2 and 3.2)

**Formative feedback:** Learners to be given individual feedback on the quality of their descriptions. The feedback should comment on the range of descriptions, accuracy, depth and clarity. Learners could also receive feedback on the group presentation.

### **Activity 3**

The same representative from the local town council/chamber of commerce outlines how the UK business environment affects retail businesses in the high street. This could be followed by a 'Round Robin' activity where the representative sets 3 or 4 scenarios which require small groups of learners to explain how the UK business environment affects retail businesses on the high street economically, socially and environmentally.

Learners to write up individual explanations of how the UK business environment affects retail businesses on the high street. The explanation should include economic, environmental and social factors.

(AC 2.1)

**Formative feedback:** Learners to be given individual feedback on the quality of their explanations. The feedback should comment on the accuracy, depth and clarity of the explanations.

### **Activity 4**

Learners to discuss in small groups what they understand by the term 'location characteristics'. This should result in a pooled list of location characteristics. Each of the groups is then to visit 5 retail businesses on the high street in order to find which location characteristics are affecting their footfall.

(AC 2.2)

Learners to write up individual reports explaining the effect of location characteristics on retail businesses on the high street.

**Formative feedback:** Learners to be given individual feedback on the quality of their explanations. The feedback should comment on the accuracy, depth and clarity of the explanations. Learners should also receive feedback on the group work.

### **Activity 5**

Learners to work in small groups in order to discuss and analyse their project findings. This will enable the learners to suggest and review options for solutions to any issues they have discovered.

Each group of learners is to present their findings and review options to the rest of the class.

The groups should then pool their findings and review options in order to produce one report for the representative from town council/chamber of commerce.

Learners to prepare a 30 minute presentation to present to the representative. Each of the small groups should contribute to the final report and presentation. The content of the report and presentation should include all aspects of their brief and include a mixture of text, tables, graphs, charts and an oral commentary.  
(AC1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3)

**Formative feedback:** The representative from the town council/chamber of commerce is asked to provide feedback on the learners' efforts and final presentation and report.

**Formative feedback:** Learners to be given individual feedback on the quality of their contribution to the group work. The feedback should comment on the accuracy, depth and clarity of their contributions.

### **Activity 6**

Learners are to revise and be prepared for a mock end of unit examination. The Specimen Examination paper could be used for this activity. Learners are to be given individual feedback on their performance.

## **6.4 Suggested resources**

### **AC 1.1**

#### **Websites:**

- <http://www.tutor2u.net/retail/induction.php>
- [http://retail.about.com/od/startingaretailbusiness/tp/retail\\_types.htm](http://retail.about.com/od/startingaretailbusiness/tp/retail_types.htm)
- <http://www.retail-week.com/>
- <http://en.wikipedia.org/wiki/Retail>
- <http://www.thegrocer.co.uk>
- [www.theretailbulletin.com](http://www.theretailbulletin.com)
- <http://resources.wjec.co.uk>

**Books:**

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The Complete Idiot's Guide to Starting and Running a Retail Store	James E. Dion	ISBN-13: 978-1592577262 (Alpha Books)
Retail Business Kit for Dummies	Rick Segel	ISBN-13: 978-0470293300 (John Wiley & Sons)
The Retail Handbook: Helping you achieve your potential in retail	Anthony Welfare	ISBN 978-1-907722-36-3 (Ecademy Press)

**AC 1.2**

**Websites:**

- [http://www.bized.co.uk/educators/16-19/business/strategy/presentation/busownership2\\_map.htm](http://www.bized.co.uk/educators/16-19/business/strategy/presentation/busownership2_map.htm) - a mind map of forms of ownership.
- <http://www.bized.co.uk/virtual/bank/business/planning/types/expl.htm> - an explanation of forms of ownership.
- <https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/vtc/2010-11/vocational/cynnal-retail/index.html> – different types of retailers.
- [https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/vtc/ngfl/2007-08/bus\\_studs/IRF8/index.html](https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/vtc/ngfl/2007-08/bus_studs/IRF8/index.html) - PowerPoint includes business objectives and ownership.
- <http://www.preservearticles.com/201101193579/advantages-and-disadvantages-of-cooperative-society.html>

**AC 1.3**

**Websites:**

- [http://www.bized.co.uk/educators/16-19/business/strategy/presentation/busobjectives2\\_map.htm](http://www.bized.co.uk/educators/16-19/business/strategy/presentation/busobjectives2_map.htm) - a mind map of business objectives.
- <http://www.businessstudiesonline.co.uk/AsA2BusinessStudies/TheoryNotes/2871/2Hr/PDF%20Non%20Print/02%20Business%20Objectives.pdf>
- <http://smallbusiness.chron.com/examples-business-goals-objectives-4698.html> - an explanation of some objectives.
- [https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/vtc/ngfl/2007-08/bus\\_studs/IRF8/index.html](https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/vtc/ngfl/2007-08/bus_studs/IRF8/index.html) - PowerPoint includes business objectives and ownership.
- <http://www.conveniencestore.co.uk/advice/your-business/responsible-retailing/351417.article>
- <http://teachers.theguardian.com/subject/SubjectLanding.aspx?subjectId=1008>

## AC 2.1

### Websites:

- [http://www.bized.co.uk/educators/16-19/business/external/presentation/global1\\_map.htm](http://www.bized.co.uk/educators/16-19/business/external/presentation/global1_map.htm) - a mind map of factors affecting retail businesses.
- <https://plana.marksandspencer.com/about>
- <http://www.tesco.com/climatechange/carbonfootprint.asp>
- <http://www.theguardian.com/sustainable-business/britain-biggest-retailer-green-growth> - An article about Tesco and green growth.
- [http://www.youtube.com/results?search\\_query=uk%20business%20environment&sm=1](http://www.youtube.com/results?search_query=uk%20business%20environment&sm=1)
- <http://www.maryportas.com>

## AC 2.2

### Websites:

- <http://www.maryportas.com/portaspilots>
- <http://www.bized.co.uk/notes/2012/09/location-decisions> - an explanation of factors affecting international location decisions.
- <http://www.bbc.co.uk/schools/gcsebitesize/business/environment/alocalcommunityrev1.shtml> - the importance of location.
- <http://www.theguardian.com/small-business-network/2012/sep/07/retail-location-roundup-best-of> - an article on location for retailers.
- <http://www.businessweek.com/stories/2008-09-16/how-to-find-the-best-retail-locationbusinessweek-business-news-stock-market-and-financial-advice> - a short article using case study seeking a retail location.
- <http://www.bis.gov.uk/assets/BISCore/business-sectors/docs/p/11-1434-portas-review-future-of-high-streets.pdf> - Portas Review.
- [http://www.nln.ac.uk/content/epic1\\_AA\\_Location%20of%20Business/harness/frameset.htm](http://www.nln.ac.uk/content/epic1_AA_Location%20of%20Business/harness/frameset.htm) - PowerPoint presentation.

## AC 2.3

### Websites:

- <http://businesscasestudies.co.uk/business-theory/strategy/aims-and-objectives.html#axzz2bOTtIKbK> – case studies which include objectives and strategies used to achieve them. Includes simple lesson plans and worksheets.
- <http://www.conveniencestore.co.uk/> - up to date news. Useful for many aspects of the course.
- <http://www.thegrocer.co.uk/> - up to date news. Useful for many aspects of the course.

## ACs 3.1, 3.2 and 3.3

### Websites:

- <http://www.thegrocer.co.uk>
- <http://www.conveniencestore.co.uk>
- [www.theretailbulletin.com](http://www.theretailbulletin.com)
- <http://www.maryportas.com>

# 7 UNIT 3: RETAIL OPERATIONS

## 7.1 Introduction to the unit

The applied purpose of this unit is to propose responses to change in retail operations. The suggested activities are designed to develop knowledge about how retail businesses operate including how they prepare for changes affecting their operation. The activities are also designed to support the learners understanding of customer interaction as well as develop the skills to suggest and justify actions in response to retail issues which affect the operation of retail businesses.

The tutor support guidance for unit 3: Retail Operations mainly adopts a purposeful applied approach to learning. It focuses on a number of retail activities, which reflect the retail industry. It also includes a retail investigation, which draws on theory and practice. There are a number of activities that are designed to reflect the activities within the retail sector. The retail businesses suggested in this tutor support pack are suggestions only and can be adapted to your local needs and already established retail contacts. It is recommended that you select different types of organisations to allow the learner to apply their learning to different contexts and/or situations.

Learner activities where possible, should endeavour to replicate the everyday activities of a retailer. Where scenarios are given, actual involvement with the employer, giving real projects to work on will enhance the learning experience.

The suggested learning activities focus on different retailing operations. The activities support learning of changes that occur in retail operations. The activities aim to develop the skills to propose to retailers how they could organise their operations in response to change.

## 7.2 Planning for the delivery of the unit

**The activities in this tutor support pack are suggestions only.** Each centre will have to decide whether the activities are appropriate for your learners, and it is acknowledged that local conditions may determine the approach adopted. However, it is strongly recommended that learning involves different types of retail organisations supported by as much employer involvement as possible. This approach will enable the learners to apply their knowledge and understanding to the 'real life' retail business environment.

The activities are not in any particular order. For some of the suggested activities there is planning required which has been highlighted in this section. The activities include examples of the formative feedback you may wish to give to learners. The feedback aligns to the assessment criteria and performance bands.

***Tutor planning suggestions for activities:***

**Learning activity 2.** Arrange a visit to a retail business headquarters. You could use your links with the retail businesses in the local area and/or use staff or governor contacts.

**Learning Activity 3.** Gather copies of retail job descriptions covering a range of functional areas.

**Learning Activity 6.** Arrange a visit to an Apple store. Organise for learners to be customers in store and experience staff selling skills.

**Learning Activity 7.** Arrange for a guest speaker from trading standards to visit the school/college. Set retail legislation scenarios with the trading standards officer in advance of the learning session.

**Learning Activity 9.** Establish links with a local retail business. Work with the employer to identify an issue the store/shop is experiencing. Setting the task in conjunction with the employer helps to keep the activity realistic and it can also be a helpful activity for the employer. You could arrange for the employer to set the activity by an email/pre-recorded video/live video link/face to face.

**Learning Activity 10.** For lower ability learners, it is recommended that the article is adapted to make it more manageable.

**Learning Activity 12.** Arrange a visit to a charity shop or for learners to visit independently.

**Learning Activity 16.** Download the Hollister free app on to a number of computers. If learners have mobile phones and they are permitted to use them in class, learners can download the app.

**Learning Activity 18.** Arrange a visit to a large department store. Learners are to be given a talk on the service provided by the store, given information on how the store encourages sales and experience a personal shopper.

**Learning Activity 20.** Establish links with the retail business. Gain agreement to run a live project. Liaise with the employer to make sure their involvement is clear and to discuss how the project can be used to benefit both the learners and the employer. Prepare a detailed brief in conjunction with the employer. It is suggested that the format is presented like sample internal assessment. The brief must present staffing and layout issues for analysis. A plan showing layout will also be needed.

### 7.3 Suggested learning activities

#### **Learning Activity 1**

Learners are to work in small groups. Each group is to be given a different retail business such as:

- Group 1: Department store
- Group 2: Outdoors store
- Group 3: Sports store
- Group 4: Online music and book store
- Group 5: Pet shop
- Group 6: Card shop
- Group 7: Shoe shop
- Group 8: Electrical store

Learners are to answer the following questions in relation to their retail business.

- a) Does Christmas affect the product range in the store/shop?
- b) Do festivals affect the product range in the store/shop? (E.g. Glastonbury, local festivals etc.)
- c) Do royal celebrations affect the product range in the store/shop?
- d) Do seasons i.e. spring/summer/autumn/winter affect the product range in the store/shop? If so, give examples.
- e) Do the opening times change in the store/shop? If so, what makes the hours of opening change?
- f) Are there any events/activities during the year that mean the store/shop requires additional staff to work? #

Learners are to present their answers to the rest of the class. Learners should give an explanation for each response.

**Formative feedback:** Learners to receive feedback on the effects of seasonality on retail operations. This activity concentrates on staffing, opening times and product range only. The feedback is to consider whether learners have provided an explanation or whether parts are descriptive, if the explanation is reasoned and whether it is clear.

**Learning Activity 2**

Learners visit a retail headquarters to observe the activities carried out by staff in different functional areas of the business. The retailer provides a tour of all the functional areas. Learners take notes of the activities they observe. Learners could complete the following table.

Functional area	Activities observed	Description of the activities
Sales		
Warehousing		
Customer service		
Marketing		
Administration		
Finance		
Human resources		
ICT and systems operations		

**Formative feedback:** Learners to receive feedback on the detail of the description of the activities of each retail functional areas observed. Feedback to comment whether the response is an outline or description and the accuracy of each.

**Learning Activity 3**

Give each learner a sales assistant daily activity (see list below). Divide the class into small groups. Each group, to discuss the retail activities then provide an oral detailed description to the rest of the class. Learners should be given a context for the retail activities e.g. pet shop, mobile phone shop, toyshop etc.

**Sales assistant job overview**

Sales assistants are employed by retail businesses locations, from small retail stores on a high street to large superstores in shopping malls. The job requires a high level of customer interaction, meaning sales assistants should have good customer facing and communication skills. The role is not straightforward. Apart from selling, many shop floor assistants are also responsible for the stocking and ordering of merchandise and administrative duties.

**Example of sales assistant daily activities**

- Greeting customers.
- Be involved in stock control.
- Assisting shoppers to find the goods and products they are looking for.
- Processing cash and card payments.
- Stocking shelves with merchandise.
- Answering queries from customers.
- Reporting discrepancies and problems.
- Giving advice and guidance on product selection to customers.
- Balancing cash registers with receipts.
- Dealing with customer refunds.
- Keeping the store tidy and clean.
- Dealing with customer complaints.
- Working within established guidelines, particularly with brands.
- Attaching price tags to merchandise on the shop floor.
- Responsible for security within the store and being on the lookout for shoplifters and fraudulent credit cards etc.
- Receiving and storing the delivery of large amounts of stock.
- Keeping up to date with special promotions and putting up displays.

Learners could be given further retail job descriptions for the jobs within the functional area 'sales'. Alternatively a mixture of retail functional areas could be given. Using the job descriptions, learners are to identify the functional area that the job description relates to and produce a list of the key activities for each functional area.

**Formative feedback:** Each group of learners to receive feedback on the detail of the oral description of the activities. Feedback to comment whether the response is an outline or description. The feedback should consider whether it is a general description or specific to the retail business given.

#### **Learning Activity 4**

Learners to watch the first 7 minutes of the video Mary Queen of Shops H.T.Burts, Chorlton <http://www.youtube.com/watch?v=SvwCEJ9YA78>

In small groups learners to:

- Identify the issue Mary Portas is trying to resolve
- Suggest actions the shop could adopt in response to the issue
- Discuss how the changes effect the operation

Learners present their suggestions to the rest of the class.

Learners watch the rest of the video to see what Mary Portas recommended to the owner and staff.

As a group, learners to discuss the changes made to the operation of H.T.Burts Chorlton.

Learners are to take the role of a retail critic. Individually they are to assess the methods Mary Portas used to encourage more sales to the business. Learners are to produce an article for a retail magazine, which assesses the methods she used.

**Formative feedback:** Learners to receive feedback on the level of assessment of the methods used by Mary Portas. The feedback should comment on the level of reasoning.

#### **Learning Activity 5**

Learners to watch the Green Overdrive: Tesla's New Apple Store Experience. <http://www.youtube.com/watch?v=Y6hp3SUbRfM>

In pairs, learners discuss:

- a) The technology observed in the video
- b) How the Tesla store used technology to engage customers

Learners to produce a review for the Tesla website explaining how Tesla uses technology to engage its customers.

**Formative feedback:** Learners to receive feedback on the explanation of how technology is used to interact with customers. The feedback should comment on the quality of the explanation i.e. whether the explanation is clear and the quality of the reasoning. Comments should indicate if/where evidence is descriptive rather than explanatory.

#### **Learning Activity 6**

Learners to visit an Apple store and have a tour of the different functional areas of the store. Learners to have a demonstration of the technology used in the store and a talk on what Apple does to engage its customers.

In small groups, learners to take the role of customers who are interested in buying products from the store e.g. iPod, headphones, speaker etc. Learners are to experience the sales process in store.

Following the visit, learners are to write a customer review for the manager of their experience at the Apple store.

Learners to include the following in the review:

- a) Explain how engaging the technology was from a customer's perspective
- b) Assess how well the store used the following methods to encourage sales
  - signage in store
  - customer flow within the Apple store
  - product mix (product, price, place, location)
  - product location i.e. where they have displayed the products in store
  - loyalty cards
  - promotions on any products
  - any services Apple provide
  - link sales

(If methods are not used, learners should still make a judgement whether it is an appropriate choice for Apple not to use the method).

**Formative feedback:** Learners to receive feedback on the explanation of how technology is used to interact with customers. The feedback should comment on the quality of the explanation i.e. whether the explanation is clear and the quality of the reasoning. Comments should indicate if/where evidence is descriptive rather than explanatory. Feedback should also address the level of reasoning in the assessment of methods used to encourage sales.

### **Learning Activity 7**

Learners have a guest speaker from training standards who gives a talk on how legislation effects retail businesses. Learners are set scenarios and are required to identify what the effect will be on the retailer's operation. The scenarios should be set by the trading standards officer or in conjunction with him/her. As a group learners discuss their responses.

As a follow up exercise, learners could write up detailed scenarios, which describe the effects of legislation on retail operations.

**Formative feedback:** Learners to receive feedback on how well they were able to identify the effect of legislation on the retail operation. Feedback on the detailed scenarios to include whether the evidence is an outline or a description. The feedback could also comment on the application to retail businesses.

### **Learning Activity 8**

Learners to watch the Meadowhall video House of Fraser Refit 2010 <http://www.youtube.com/watch?v=59eJEf-oCBk>

In small groups, learners to answer the following:

- What products have been added to the store to respond to changing customer habits and fashions?
- What are the benefits to House of Fraser of the store having a shop/store refit?
- Does the location of products affect House of Fraser business? If so, why?

Learners are to present their responses to the rest of the class.

**Formative feedback:** Learners to receive feedback on their understanding of product location and product range. Although the activity focuses on a store refit rather than specifically on seasonality, learners should still receive feedback on their understanding of the effects on the retail operation (in this case the effect of the refit). Learners should also receive comments on their ability to justify suggestions for change through the benefits of the store refit.

### **Learning Activity 9**

Learners are to work with a local retail business. The owner/manager of the store/shop highlights to learners an issue affecting the operation of the store/shop. This could be communicated via email/pre-recorded video/live video link/face to face. The task is for learners to propose changes to the operation of the store/shop in response to the issue(s) identified.

Learners are to:

- Suggest actions the retailer could take in response to the issues affecting the operation
- Benefits to the retailer of the suggestions
- Consider different perspectives e.g. customer perspective; cost perspective etc.
- Use examples to support their conclusions
- Consider technology the retailer could use to interact with customers

Learners present their proposal to the owner. Alternatively learners could email the owner.

**Formative feedback:** Learners to receive feedback on their proposal skills. Feedback to include their ability to fully identify the specific issues affecting the retail operation, the quality of their suggestions in response to the issue and the justification of the suggestions for change. Comments should consider how realistic the suggestions are, the level of detail given plus the level of reasoning and examples used in the justification.

### Learning Activity 10

Learners to read the BBC article 'Five ways Justin King turned around Sainsbury's'.

Learners are to:

- a) Highlight the issues that were affecting Sainsbury's
- b) Identify what Justin King introduced /changed at Sainsbury's to increase sales and market share

30 January 2014 Last updated at 12:27

#### Five ways Justin King turned around Sainsbury's

**Sainsbury's chief executive Justin King has announced he will step down as head of the supermarket chain in July, after 10 years of transformation. How has he altered the retailer's fortunes, asks Chris Stokel-Walker.**

**1. He looked inwards.** The first year King took over running the supermarket, Sainsbury's had just invested huge sums in an IT system that didn't work. "The shops didn't have the stuff on the shelf that people needed," says Graham Sould, a retail analyst. King fixed the system and ensured shelves were well stocked. It was a sign of his mentality - make the basics work.

Tesco has been chastened by its aborted expansion into foreign markets - particularly its desire to crack the US. King had no such delusions of grandeur - he was given a company in the doldrums, and was focused on fixing it. As Tesco went stateside, King pulled the plug on Shaw's, Sainsbury's US expansion. And King looked inwards in another way. A strong focus on own-brand food has paid off for Sainsbury's - its 2013 half-year sales showed that its Taste the Difference and By Sainsbury's ranges were outselling branded food two-to-one.

**2. Build, build, build.** In 2004, as King took over as chief executive, Sainsbury's had 583 stores. He'll leave it with double that number. In fact, take off the 596 convenience stores Sainsbury's owns around the country - almost half the retailer's total number of shops - and you're still left with 583 full-sized supermarkets.

When King joined, Sainsbury's was increasing its national floor space at a rate of around 2% a year. By the end of 2005 he pledged to double that, then four years later pledged to double it again, all while ensuring the company remained competitive online. Success has shown at the tills - for 36 consecutive quarters sales have grown at the retailer.

**3. Convenience is key.** King leaves the company with more smaller stores than supermarkets, having managed to foresee that the way Britons shop has changed. "Sainsbury's isn't struggling with large stores," says Sould. "It's got the mix right. People are looking around for bargains, and they're more willing to pick and choose from different retailers. People live busy lives, too - we need convenience."

A third of the population of the UK are within a 15-minute drive of a Sainsbury's branch. For the fourth year in a row Sainsbury's was named convenience chain of the year, and in 2013 it was the Retail Industry Awards' supermarket of the year.

**4. Quality/value balance.** Until 1995, Sainsbury's was the supermarket of choice for Britons. Then Tesco changed the face of retail, including a focus on Tesco Value ranges. Sainsbury's had fallen to third place in the supermarket standings. Last year, after 10 years of trying, Sainsbury's managed to surpass Asda to regain the number two spot, with a 17% market share (though Sainsbury's still remains a long way behind Tesco, which has 29% of the market according to Kantar Worldpanel). Sainsbury's has always been thought of as selling slightly higher quality items, which limited its customer base. In July 2003, less than 10% of the working-class and out-of-work population shopped there. The implementation of Sainsbury's Brand Match policy has widened its appeal without putting off its core audience. "There's a successful blend of being a quality brand, but being accessible and warm," says Sould.

**5. Keeping big names.** The era of the celebrity chef proved helpful for Sainsbury's under King. The retailer's partnership with Jamie Oliver looked to be on the rocks as King took his seat at the executive table. Oliver, who had been advertising Sainsbury's products since June 2000, was thought to be dated, and consistently topped polls of the most annoying adverts on television. But King committed further to Oliver, confident that he was good for business, and was proved right.

In 2005 Oliver launched his school meals crusade and bounced back into the public consciousness. Sainsbury's benefited by association. The same happened with the company's sponsorship of the Paralympics in 2012.

"If you were to look back 10 years," explains Soult, "the Sainsbury's brand was muddled. Now it's much more focused - more so than Tesco, Asda or Morrisons." That may be Justin King's biggest legacy.

Source: <http://www.bbc.co.uk/news/magazine-25960491>

**Formative feedback:** Learners to receive feedback on their ability to identify the issues King wished to resolve and knowledge of the methods used.

### **Learning Activity 11**

Learners are to be given the following learning scenario.

A local sports shop has decided to make changes to its stock ready for the next Football World Cup. It is introducing a new range of label football boots and football shirts. The sports shop has a website and sells online however feedback to date suggests that this is ineffective. The sports shop wants to use more technology to communicate with the younger market.

Learners are to write a report proposing how the sports shop could use technology to support its operation. Learners should also explain the effect the changing stock, for the Football World Cup event, may have on the retail operation. Learners are to consider the effect the proposed changes will have on the operation and any legal considerations.

**Formative feedback:** Learners to receive feedback on their ability to propose change to the retail operation, how well they describe the effects of legislation on the retail and how well learners explain the effects of seasonality on retail operations. It may also include the rights and responsibilities of retail employees. Feedback should include how realistic and justified the suggestions are, whether the explanations are clear and/or reasoned or whether parts are descriptive.

### **Learning Activity 12**

Learners are to be given the following learning scenario.

A charity shop is finding it difficult to compete with companies offering cash for old or unwanted clothes. Learners to suggest actions the charity shop could take. To make the activity realistic and purposeful, learners could work on this as a live project. Learners could visit a local charity shop.

After completing this activity, learners could watch the series Mary Queen of Charity Shops. Part 3 <http://www.youtube.com/watch?v=fqKahkmrWCw>

Learners to discuss the changes made to the charity shop, which resulted in increased income from sales.

**Formative feedback:** Learners to receive feedback on their ability to propose change to the charity shop.

### **Learning Activity 13**

Learners are to be given the following learning scenario.

A gift shop is planning to recruit an additional full time member of staff to help cover the extra work over the Christmas season. The shop is also planning to open from 9am to 7pm during December.

Learners to answer the following:

- How many hours is the maximum that the staff can work per week?
- What induction will the new employee need to receive?
- If the new member of staff is only working over the Christmas period, will they get a contract? If so, why?
- How will the additional hours of opening affect the operation?

Learners to explain the effect the Christmas changes may have on the retail operation.

**Formative feedback:** Learners to receive feedback on their explanation. This should include whether it is a clear and/or reasoned explanation or whether parts are descriptive. Learners should also receive feedback on their knowledge of employee rights and responsibilities.

### **Learning Activity 14**

A local garden centre is affected by seasonality. Last year they experienced a number of challenges. The weather was poor so planting started late and there was a lot of rain during the summer months so people did not buy many outdoor plants. They sell Christmas trees and outdoor decorations to boost sales over November and December. They have no contingency for situations such as poor weather. The sale of fireworks is one idea they are considering introducing but they are unsure of the legal requirements.

Learners are to produce a short report proposing measures the garden centre could consider in order to secure the business all year round. The report should also include the legal responsibilities the employer needs to consider if they are to introduce the sale of fireworks.

**Formative feedback:** Learners to receive feedback on their explanation. This should include whether it is reasoned and whether parts are descriptive. Learners should also receive feedback on their knowledge of legal requirements.

### **Learning Activity 15**

Learners to watch 'Retailing in 2020' <http://www.youtube.com/watch?v=ewyTGmAlGgo>

Learners to discuss ideas as to how technology may be used in retail business in the future. Learners could be given different retail businesses and present their ideas to the group.

**Formative feedback:** Learners to receive feedback on their understanding of how technology is used to interact with customers. The discussion of ideas will support their ability to suggest ideas/actions in response to issues identified.

### **Learning Activity 16**

Learners to have access to the Hollister free app. Learners to assess the app and try the following:

1. #SOCIALSTYLIST
2. Try the MY STYLE QUIZ
3. Try the STYLE BY COLOUR

Learners to then look at their website <http://www.hollisterco.com>

In groups, learners are to discuss how Hollister use technology to interact with their customers. Learners are to present an explanation on how technology is used to interact with customers to the rest of the class.

**Formative feedback:** Learners to receive feedback on their understanding of how technology is used to interact with customers. Feedback should comment on whether the explanations are clear and/or reasoned or whether parts are descriptive.

### **Learning Activity 17**

Learners are to watch the video 'The online business'

<http://www.bbc.co.uk/learningzone/clips/the-online-business/11368.html>.

As a group learners are to debate whether it is morally correct to gather customer data about their likes and preferences whilst shopping.

**Formative feedback:** The debate is likely to cover legislation e.g. consumer protection and security plus possibly the responsibilities of employees and the measures businesses use. Although feedback will not directly link to the assessment criteria, where possible, direct links should be made.

### **Learning Activity 18**

Learners are to visit a large department store. Learners are to be given a talk on the service provided by the store and also given information on how the store encourages sales.

Learners in store should observe:

- Signage
- Customer flows
- Product mix
- Promotions
- Service provided

Learners are to take notes of their observations and notes from the talk.

A volunteer learner could experience the personal shopping area and service provided. Other learners are to observe the personal shopper, what they say and what service they provide. Learners to then discuss, as a group, how well the personal shopper encourages sales.

**Formative feedback:** Learners to receive feedback on their knowledge of the methods used to encourage sales. The feedback should comment on the level of assessment of the personal shopper service provided.

**Learning Activity 19**

Learners to look at the a loyalty card scheme such as <http://www.tesco.com/clubcard>

Learners to summarise the benefits of the loyalty card to a) the customer and b) the retail business.

**Formative feedback:** Learners to receive feedback on their ability to identify benefits, their ability of judging how well loyalty cards encourage sales and their ability to summarise.

**Learning Activity 20**

Learners are to be given the learner brief. The learner brief, if possible, is to be issued by the employer. This will give more impact and enable the employer to set the scene for the enquiry. If the employer is unavailable a video link could be made or alternatively, you, the college, could issue the brief.

To make each activity easier to manage, the activities have been grouped in to topic areas. You may choose to rename these or simply number the activities.

<b>Topic areas</b>
Topic 1: Reviewing the organisation
Topic 2: Ideas
Topic 3: Presenting of ideas

*X will need to be replaced by the name of the retail business (card shop) you have agreed to use for this activity.*

*The detail of the learner brief will need to be expanded upon in conjunction with the retail business selected. The brief needs to present staff and layout issues based on the actual shop. A plan of the actual shop is required and the staffing and layout will need to be adapted and/or added based on the organisation selected.*

**Learner Brief**

X is a card shop. Over the past 3 years they have seen a decrease in sales due to online cards and an increase in supermarkets selling cards. You have been asked to review the current operation and propose ideas on how the card shop could organise their operation to respond to these challenges. The card shop has a website but it does not sell cards online.

There are two full time employees and one part time employee who works 11am to 2pm Thursday to Saturday. Staff are finding it difficult to get any break or lunch. The shop opens Monday to Saturday 09.00hrs to 16.00hrs.

The shop sells cards, stamps and it has a small collection of cuddly toys. The area is quite small and customers have commented that they find it difficult to find the card that they are looking for.

The review will include:

- Activities carried out within the functional areas of the card shop
- Rights and responsibilities of the employees
- How legislation affects its operation
- Methods used to encourage sales (including technology)
- The effects of seasonality on the business
- The measures used for unplanned situations affecting its daily operation

### Tasks

1. Review the current operation of the card shop
2. Report your findings
3. Propose changes to the corner shop.

## Topic 1: Reviewing the organisation

- 1.1** A guest speaker from the card shop sets the project, timeframes and outcomes. They provide learners with the challenge and problem/issue(s) to resolve.

Learners to identify the issue(s) they are to resolve.

- 1.2** Learners are to visit the card shop. Learners should be split into groups and each to focus on one of the following questions/observations. Learners to share their findings when they get back to school/college.

Learners to:

- Observe the activities of the functional areas
- Ask staff about their hours of work
- Observe the shop layout and consider how the shop complies with health and safety
- Observe where products are located e.g. age restricted/restricted goods etc.
- Identify methods used to encourage sales and make a judgment as to whether they are effective
- Ask staff how seasonality affects the shop

Learners are to discuss their findings with their peers. Individually, learners to analyse their findings in report format.

## Topic 2: Ideas

- 2.1** Learners to consider actions the card shop could consider in response to the issues raised.

Learners to consider the following:

- How the changes will affect the operation of the card shop
- How the operation meets the rights of the employees
- The responsibilities of the employees
- Whether the changes in the operation affect legislation
- Methods to encourage sales
- How technology can be used to interact with its customers
- Measures the shop could use to prepare for unplanned situations in the daily operation

Learners are to write up their suggestions and justifications for choice.

### Topic 3: Presenting of ideas

- 3.1 Learners are to present their ideas to the employer. The employer should be prompted to ask learners questions and feedback on the feasibility of their suggestions.

**Formative feedback:** Learners to receive feedback, using the performance bands, on the following criteria:

**1. Describe activities of retail functional areas**

Feedback to consider the level of detail in the description i.e. is it an outline or a description and whether responses are applied to the business

**2. Describe rights of retail employees**

Feedback to consider the level of detail in the description i.e. is it an outline or a description

**3. Summarise responsibilities of retail employees**

Feedback to consider whether it is an outline or a summary

**4. Describe effects of legislation on retail operations**

Feedback to consider the level of detail in the description i.e. is it an outline or a description, the application to the retail business and whether the description is clear and/or accurate

**5. Assess methods used by retail businesses to encourage sales**

Feedback to consider whether it is an outline or an assessment and the level of reasoning

**6. Explain how technology is used to interact with customers**

Feedback to consider whether it is an explanation or whether parts are descriptive, if the explanation is reasoned and whether it is clear

**7. Explain the effects of seasonality on retail operations**

Feedback to consider whether it is an explanation or whether parts are descriptive, if the explanation is reasoned and whether it is clear

**8. Explain measures retail businesses use to prepare for unplanned situations in daily retail operations**

Feedback to consider whether it is an explanation or whether parts are descriptive and if the explanation is reasoned and applied to the business

**9. Identify issues to resolve**

Feedback to consider whether the learner has identified the issues to be resolved and the relevance of the issues in relation to the retail business

**10. Suggest actions in response to issues**

Feedback to consider whether the suggestions are realistic, the level of detail and the operation of the business

**11. Justify suggestions for change**

Feedback to consider whether the level of justification and whether examples are used to support conclusions. The relevance of the examples should also be considered

## 7.4 Suggested resources

### Websites:

Retail businesses own websites

[www.maryportas.com](http://www.maryportas.com)

[www.tradingstandards.gov.uk](http://www.tradingstandards.gov.uk)

[www.retailtechnologyreview.com](http://www.retailtechnologyreview.com)

[www.teachers.tv](http://www.teachers.tv)

[www.Tutor2u.net](http://www.Tutor2u.net)

[www.instoreshow.co.uk](http://www.instoreshow.co.uk)

[www.retail-week.com](http://www.retail-week.com)

[www.thegrocer.co.uk](http://www.thegrocer.co.uk)

[www.electronic-payments.co.uk](http://www.electronic-payments.co.uk)

[www.ofc.gov.uk](http://www.ofc.gov.uk)

[www.trumedia.co.uk](http://www.trumedia.co.uk)

[www.worksmart.org.uk](http://www.worksmart.org.uk)

[www.british-shops.co.uk](http://www.british-shops.co.uk)

[www.theretailbulletin.com](http://www.theretailbulletin.com)

Mary Queen of Shops H.T.Burts,

Chorlton <http://www.youtube.com/watch?v=SvwCEJ9YA78>

Green Overdrive: Tesla's New Apple Store

Experience. <http://www.youtube.com/watch?v=Y6hp3SUbRfM>

Meadowhall video House of Fraser Refit

2010 <http://www.youtube.com/watch?v=59eJEf-oCBk>

Mary Queen of Charity Shops. Part

3 <http://www.youtube.com/watch?v=fqKahkmrWCw>

'Retailing in 2020' <http://www.youtube.com/watch?v=ewyTGmAlGgo>

<http://www.bbc.co.uk/learningzone/clips/the-online-business/11368.html>.

### Journals:

The Grocer

Retail Week

### Books (Recommended for teachers rather than learners):

Retailing – An Introduction	Roger Cox and Paul Brittain	ISBN-13: 978-0273678199 (Prentice Hall)
The Complete Idiot's Guide to Starting and Running a Retail Store	James E. Dion	ISBN-13: 978-1592577262 (Alpha Books)
Retail Business Kit for Dummies	Rick Segel	ISBN-13: 978-0470293300 (John Wiley & Sons)
The Retail Handbook: Helping you achieve your potential in retail	Anthony Welfare	ISBN 978-1-907722-36-3 (Ecademy Press)

# 8 PREPARING LEARNERS FOR ASSESSMENT

## 8.1 Internally assessed units

### Unit 1: Customer Experience

The two live learning projects in this tutor support pack provide an opportunity for learners to develop the knowledge, understanding and skills of this unit. Formative assessment is indicated throughout which will enable you to establish whether the learner is ready for the summative assessment. If a learner is felt to be not ready for assessment, further learning should take place. Learners can carry out further investigations with different retail businesses.

Prior to the summative assessment of this unit, it is important that learners:

- Know customer service standards of retail businesses
- Understand how retail businesses meet the expectations of customers
- Are able to investigate the quality of customer experience in retail businesses

In addition to the knowledge and understanding of content it is important to be sure that learners are able to:

Describe                    *provide information with detail, paint a picture in words*

Explain                    *give reasons*

A model assignment has been provided by WJEC. The controls are clearly set within the unit specification and the model assignment. A live retail business is required which must be different to those used for learning.

You may wish to use the checklist to ensure any changes to the assignment take account of the control requirements. If you answer no to any of the following, the assessment will require adjusting before it is submitted to learners.

Checklist			
Unit 1	Yes	No	Notes
Is the assessment a live retail business enquiry?			
Does the retail business have a physical and online presence?			
Is the retail business different to those used for learning?			
Does a mystery shopper form part of the assessment?			
Is primary research included in the assessment (other than the mystery shopper)?			
Is secondary research included in the assessment?			
Is the assignment summative?			
Do the tasks remain the same?			
Does the purpose of the assessment remain the same?			
Is the time allocated to the task a total of 6 hours?			
Is it an individual rather than group assessment?			

### Unit 3: Retail Operations

The tutor support pack provides learning activities, which support learners in developing the knowledge, understanding and skills required in this unit. Activity 20, brings together all of the learning outcomes and assessment criteria and gives learners a learning context to holistically apply theory and practice. Formative assessment is indicated throughout the activities, which will enable you to establish whether the learner is ready for the summative assessment.

If a learner is not ready for assessment, further learning should take place. Learners can carry out further investigations with different retail businesses in different contexts.

Prior to the summative assessment of this unit, it is important that learners:

- Know how retail operations are organised
- Understand interaction between customers and retail activities
- Understand how retail businesses prepare for changes in the retail environment
- Are able to propose changes to retail store operations

In addition to the knowledge and understanding of content it is important to be sure that learners are able to:

Describe                    *provide information with detail, paint a picture in words*

Explain                    *give reasons*

Assess                    *to make a judgement with reasoning*

Summarise                *give a shortened version using own words*

A model assignment has been provided by WJEC. The controls are clearly set within the unit specification and the model assignment.

You may wish to use the checklist to ensure any changes to the assignment take account of the control requirements. If you answer no to any of the following, the assessment will require adjusting before it is submitted to learners.

<b>Checklist</b>			
<b>Unit 1</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
Is the assessment realistic and credible?			
Does the retail business have a physical and online presence?			
Does the scenario present staffing and layout issues for analysis?			
Is a plan showing layout available?			
Is the retail business different to those used for learning?			
Is the time allocated to the task a total of 10 hours?			
Is it an individual rather than group assessment?			

## 8.2 Externally assessed units

### Unit 2: Retail Business

The wide range of activities and a project activity in this tutor support pack provide an opportunity for learners to develop the knowledge, understanding and skills of this unit. Ongoing assessment is indicated throughout the activities which will enable tutors to assess how well their learners are progressing as well as identify which assessment criteria might need further attention. Prior to the actual examination of this unit, it is important that learners have a sound knowledge and understanding of all the assessment criteria.

In addition to the knowledge and understanding of the assessment criteria it is important that learners are familiar with key command words such as:

Describe	<i>provide information with detail, paint a picture in words</i>
Explain	<i>give reasons</i>
Analyse	<i>examine in detail, breaking into component parts, examining relationships</i>

Good examination techniques are worth exploring. Some suggestions for learners include:

- Read the questions carefully - look at the exact requirements of the question.
- Finish the paper – manage your time and attempt all questions but do the easiest questions first.
- Note the marks for each question and answer accordingly. Two or three lines will not be sufficient for a 6/8 mark question.

It is recommended that the learners explore some of the numerous websites that provide excellent advice on examination techniques and revision tips.

## 9 APPENDICES

The mystery shopper checklist could be used when learning about research tools. Learners could review the materials and adapt them so that they are suitable for the projects they are working on.

<b>SAMPLE MYSTERY SHOPPER CHECKLIST</b>		
<b>Name of Store/Shop</b>		
<b>Address</b>		
<b>Customer situation observed</b>		
<b>Date of Visit:</b>		
	<b>Overall judgement Very Good/ Good/ Satisfactory/ Poor/ Terrible</b>	<b>Comments to support judgement</b>
Level of service		
Staff knowledge		
Information provided		
Assistance incl. understanding of needs		
Speed of service		
Reliability		
Availability of products		
Appearance of staff		
Appearance of store/shop		
Overall Impressions		

**SAMPLE MYSTERY SHOPPER QUESTIONNAIRE**

	Yes	No	Comments
<p><b>Entering the shop</b> Were you pleased with the service on entering the shop?</p>			
<p><b>Finding the product</b> Was it easy to find what you were looking for?</p> <p>Did anyone help you find your products?</p>			
<p><b>Waiting time</b> Did you have to wait long to pay for your goods?</p>			
<p><b>Staff</b> Were the staff friendly and helpful?</p> <p>Did the staff know about their products?</p>			
<p><b>Additional comments</b></p>			

**LEARNERS' EXAM PROJECT – ACTIVITY 2.**

Complete the following table. Try to include at least 15 retail businesses. An example has been completed for you.

**AC 1.1 and 1.2**

Retail business name	Form of retailing	Form of ownership
Tum Tum Sweets	Shop	Sole Trader

**LEARNERS' ACTIVITIES – ACTIVITY 3.**

Complete the following table. Suggest 2 advantages and 2 disadvantages for each form of ownership.

Name of retail business	Form of ownership	Advantages of form of ownership	Disadvantages of form of ownership
	Sole trader		
	Partnership		
	Not for profit		
	Limited companies		