

Unit 32: Food Retailing

Unit code:	Y/502/5506
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit looks at the size and structure of the food retailing business and the vast range of products available in this sector. The unit will explain how the consumer market influences food retailers and the need to provide first class service in an environment where corporate social responsibility is of primary importance.

● Unit introduction

Since the 1990s developments in technology and policy have led to huge changes in the food retail industry. Retail businesses have become increasingly globalised and automated and, as a result of mergers and acquisitions, the main players have become larger, fewer, more dominant and also more efficient. Food retailing is the largest part of the retail sector and it is one of the few areas that affects everyone. Learners will look at the different types of food retailing operations and the influences that have led to their development. This will lead logically to examining how change has affected and continues to affect the sector.

Learners will also develop an understanding of how the types of retail food store operating today are a response to a variety of factors, such as changing customer needs and expectations, social and working patterns, globalisation and technology. Learners will also explore the key elements of successful food retailing, in particular meeting customer needs and expectations, the importance of stock control and product ranging, and the response to seasonal and specialist needs. Learners will then progress on to examine health, safety and hygiene issues and the relevant legislation and regulations which control the sector.

The final part of the unit explores the drive by retailers to meet their corporate social responsibilities to the community for ethical and environmental issues.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the structure, size and products of the food retailing sector
- 2 Understand how food retailing operations are influenced by developments in the consumer market
- 3 Know the health, safety and hygiene regulations and their impact on food retailing
- 4 Understand how food retailers can meet their social, ethical and environmental responsibilities.

Unit content

1 Know the structure, size and products of the food retailing sector

Structure: outlets eg cooperatives, multiples, superstores; specialist outlets eg farmers' markets, gourmet shops, e-traders, butchers, bakers, fishmongers, forecourt stores

Size: food retail sector; market share – turnover; the number of outlets; annual sales; customers and employees; other statistics that define the size of the sector

Products: fresh food; frozen; produce; delicatessen; ready cook ranges; dairy cabinet; bakery goods; fish; dry groceries; wines and spirits; specialist ranges eg value packs, gourmet; ethnic, 'fair trade' and environmental-friendly ranges; seasonal items; diet and 'social demand' goods; division of product ranges eg sauces, cereals, biscuits, confectionery; sub-ranges eg biscuits (dry, semi-sweet, sweet, low fat, low calorie)

2 Understand how food retailing operations are influenced by developments in the consumer market

Food retailing operations: superstore; limited range, discount food store; petrol station; 'top up'/home essential stores; city stores; mail order; online stores; farmers markets; home delivery

Developments in the consumer market: radical, continuing changes; customer expectations and demand eg ready meals, quality, value for money, accessibility; changing social and working patterns; affluence eg higher consumer spending, cultural and lifestyle expectations, two or more car households; increased mobility eg global movement; work and holidays, immigration; attitudes to environmental issues eg town planning, guidance (Environmental Management Systems (EMSs), Climate Change Levies, sustainable products); technology eg bar coding, scanning, loyalty cards, focused marketing and purchasing

Customer service: small checkout queues, visible and accessible staff, knowledgeable staff, quality service; customer expectations eg choice and quality, product range (known and own brand, value, specific to local community); added value eg ranges to meet customer profiles, new products/ranges, additional services (recipe cards and free magazines, in-store support for elderly/disabled, sampling, loyalty cards); stock control and product ranging; ordering service; right products at right time; technology and data to tailor product range to customer profiles

Seasonal changes: events and trading peaks eg summer barbeques and picnics, festivals and celebrations; specialist diets eg non-meat, fish eating, vegetarian/vegan, religious groups, health issues (diabetes, food allergies, high cholesterol)

3 Know the health, safety and hygiene regulations and their impact on food retailing

Health and safety: Health and Safety at Work Act 1974 (HASAWA), Health and Safety (First Aid) Regulations 1981, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), Control of Substances Hazardous to Health Regulations (COSHH) 2002; healthy and safe environment eg for staff, for customers, for visitors; implementing organisational safety policies; handling products and equipment safely eg using protective guards and equipment, moving stock

Roles: Health and Safety Commission, Health and Safety Executive, European Agency for Health and Safety, local authority inspectors (environmental health officers and food safety officers)

Hygiene: Food Safety (General Food Hygiene) Regulations 2005; European Union Regulations (EU Directives) eg food safety management system based on Hazard Analysis Critical Control Point (HACCP); personal hygiene eg nails, hands, hair grooming; food hygiene eg date coding, food handling and quality; premises, equipment, fixtures and fittings cleaned and hygienic; procedures; protective clothing; basins and sinks; using chemicals; contamination

4 Understand how food retailers can meet their social, ethical and environmental responsibilities

Social: socio-economic changes eg immigration and foreign travel, tastes, eating patterns; lifestyles eg focus on work/life balance, fewer children, people living longer, greater spending power

Corporate social responsibility: local community focus; regeneration; urban renewal; meeting local ethnic/cultural and spiritual needs eg speciality foods for religions festivals (Ramadan, Lohri, Jewish New Year) specific ways of processing/handling food, specialist spices and vegetables; working conditions, eg flexible, family friendly, job creation; informed choice eg clear nutritional information, salt, fat and sugar levels; special ranges eg vegetarian, vegan, diabetic, low wheat tolerance; responding to current trends eg low 'E'/carbohydrate

Ethical: fair trading eg buying locally, fair-trade, non-animal-tested products

Environmental: impact on the environment, growing and production methods, packaging, refrigeration, sustainable sourcing, organic produce

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the size and structure of the food retailing sector [IE, RL]		
P2 describe the types of products offered by food retailers [IE]		
P3 explain how developments in the consumer market have impacted on food retailing [RL]		D1 analyse how developments in the consumer market have impacted on a food retailer
P4 describe how health, safety and hygiene legislation impacts on food retailers [RL]	M1 explain how health, safety and hygiene legislation has impacted on food retailers	D2 analyse the importance of legislative and regulatory controls on food retailers
P5 explain how food retailers are meeting their social, ethical, environmental and corporate social responsibilities. [RL]	M2 discuss the importance for food retailers of meeting their social, ethical, environmental and corporate social responsibilities.	D3 evaluate how selected retailers have met their social, ethical, environmental and corporate social responsibilities.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Whilst all learners may be familiar with supermarkets, it is important to develop their knowledge of the scope of the food retailing sector and the recent change factors that have influenced the development of different types of food retail outlet. Learners should also determine the main tactics and activities food retailers use to retain and develop their customer base and maximise profitability. The subject matter lends itself to visits to retail outlets and, if possible, to their distribution centres. It should also involve discussion groups, research, case studies, role play and projects (possibly including collaboration with food retailers). Learners could undertake shopping expeditions to different food retailers and compare stock availability, customer service, systems, ambience and location. Publications produced by food retailers should be used. Food retailers may be prepared to provide speakers to give an input to theory sessions and/or discussions. Websites will also be a useful resource for learners, in particular those related to corporate social responsibility, future developments such as Forum for the Future (a sustainability charity) and Accountability (social and ethical accountability and sustainability development), and agencies such as the Department for Environment, Food and Rural Affairs, the Institute of Grocery Distribution and the Chartered Institute of Environmental Health.

The unit should be delivered so that learners can work individually and in groups, developing personal analytical, communication and team working skills. Detailed studies of specialist subject areas should be undertaken, for example ICT, customer service, product ranges and legislation. This lends itself to allocating particular 'specialist' subjects to individual learners to study in detail and then involving them in a collaborative business simulation where they 'play the role' of their specialism. Food retailing should be put in the context of the social and economic changes that are shaping the industry today. Learners should be encouraged to undertake projects that trace how the two are linked. The unit includes food retailers' social, environmental and health responsibilities and the delivery should allow learners to express and develop views on these issues. For example, undertaking research and taking part in debates or discussions on how food retailers meet their responsibilities such as their corporate social responsibility. Learners will be expected to undertake research, communicate with others (for example with food store personnel), prepare reports and work in teams, so the delivery of this unit should encourage development of the relevant skills.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and structure of the programme
<p>The structure, size and products of the food retailing sector</p> <p>Learners will receive or participate in:</p> <ul style="list-style-type: none">• formal theory input• a group exercise on structure/size of food retail sector• pair work on range of food products• a case study exercises on product ranges/categories in groups• a guest speaker on food retailing and product range• a visit to a local food retailer• an individual exercise searching the internet for fair trade food products• a class discussion on 'Successful food retailing?'• a group exercise on the retail of specialist food products. <p>There may still be formal input during group work</p>
Assignment 1 – Structure, Size and Product Types of the Food Retailing Sector
<p>Developments in the consumer market</p> <p>Learners will receive or participate in:</p> <ul style="list-style-type: none">• formal theory input• a group exercise on food retailing operations• a DVD/video on changes in consumer markets• a group exercise on bar coding and scanning• a class discussion on customer service in food retailers• an individual exercise on seasonal products and planning• a class discussion on food retail operations and developments in the consumer market. <p>There may still be formal input during group work</p>

Topic and suggested assignments/activities and/assessment

Assignment 2 – Developments in the Consumer Market and their Impact on Food Retailing

Health, safety and hygiene regulations

Learners will receive or participate in:

- formal theory input
- a class discussion on the importance of health and safety
- a guest speaker on health and safety/class discussion
- a DVD/video on the importance of food safety
- a guest speaker environmental health officer/class discussion
- group exercise searching the internet to identify cases where food retailers have broken the law in relation to food safety.

There may still be formal input during group work

Assignment 3 – The Importance of Health and Safety Legislation and its Impact on Food Retailing

Food retailers and social, ethical and environmental responsibilities

Learners will receive or participate in:

- formal theory input
- a class discussion on social changes
- individual research into corporate social responsibility
- a 5-minute individual presentation on the findings from the research
- an exercise on organic food products in groups
- a case study on ethical fair trading as a group exercise
- a review of the unit.

There may still be formal input during group work

Assignment 4 – Social, Ethical, Environmental and Corporate Social Responsibilities in Food Retailing

Supervised assignment time

Non-supervised study time and completion of assignments

Assessment

Formative assessments should be used throughout the unit, giving learners the opportunity to receive developmental and constructive guidance and feedback. This will allow them to develop an understanding of their personal achievement and the methods they can use to develop their own learning. Formative assessment should consider diverse sources of evidence. These sources may come from activity-based projects, where observation and questioning, peer/tutor/retailer witness testimony or personal statements may be used. Other invaluable sources of evidence are individual/group planning, implementation documents and research methodologies.

All evidence must be assessed carefully and validated in order to ensure it meets the requirements of the learning outcomes. Evidence could be presented through written reports, displays, group exhibitions or presentations.

Evidence for P1 should describe the size and structure of the food retailing sector

For P2, learners should describe clearly the different product ranges, their sub-ranges and the scope of food services offered. For P3, learners need to explain how developments in the consumer market have impacted

on food retailing and identify the developments in the consumer market, explaining how retailers have had to adapt to these changes. Evidence for P4 should show that learners understand the key areas of health, safety and hygiene for food retailers, as well as the main bodies involved. They should focus on two contrasting ways that health and safety and hygiene regulations impact on food retailers. They may want to compare and contrast the implications for different types of operations and how these operations implement and adhere to the laws and regulations.

For P5, learners need to show an understanding of which social, ethical and environmental issues affect food retailing. This should include an awareness of the influence of immigration, foreign travel and lifestyle changes and how they affect tastes and eating patterns. They should include information on the steps taken to trade with suppliers in a fair way and ensure that environmental matters are dealt with responsibly. They could present a report on two different types of food retailers and compare and contrast how aware of and focused they are on their corporate social responsibility; the steps they take to meet the social needs of their community and customers; how ethical they are in their product selection; and how environmentally aware they are in how they source and manage their food products. Learners who achieve a merit will need to present work in a structured style with more detailed explanations and an understanding of 'why' as well as 'what' is happening in food retailing.

For M1, learners should be able to develop their evidence for P4 by providing an explanation of how health, safety and hygiene legislation impacts on food retailers. Examples of types of outlet or specific retailers should be included where appropriate. For M2, learners should be able to build on P5, by providing an explanation of why it is important for food retailers to meet social, ethical, environmental and corporate social responsibilities. They should identify the consequences of not meeting these responsibilities.

A distinction may be awarded to learners demonstrating exceptional skills required for the distinction grade in the grading criteria. To achieve a distinction grade, learners must achieve all of the pass and merit grade criteria and the two distinction grade criteria. They should be able to offer considered views and critical evaluations of their findings. For D1, learners should analyse how developments in the consumer market, identified in the unit content, have impacted on a selected food retailer, for example the introduction of 24-hour supermarkets to allow consumers to shop for food when it is convenient for them, providing more accessibility for customers.

For D3, learners should select at least two retailers and evaluate how well they have met their social, ethical, environmental and corporate social responsibilities.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2	Structure, Size and Product Types of the Food Retailing Sector	You work as a consultant for an organisation that gives advice to retailers on food retailing. A local council has asked you to produce a report for its councillors on the food retailing sector which discusses its size and structure, its product range, the affect of consumers and health and safety legislation on the sector, and how food retailers are meeting their corporate social responsibilities.	Formal report or presentation.

Criteria covered	Assignment title	Scenario	Assessment method
P3, M1, D1	Developments in the Consumer Market and their Impact on Food Retailing	As above.	Formal report or presentation.
P4, M2, D2	The Importance of Health and Safety Legislation and its Impact on Food Retailing	As above.	Formal report or presentation.
P5, M3, D2	Social, Ethical, Environmental and Corporate Social Responsibilities in Food Retailing	As above.	Formal report or presentation.

Learners will be expected to produce evidence that shows their knowledge and understanding of the nature of the food retailing in the UK. It may include a report that investigates the food retailing sector covering the performance criteria in the grading grid.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Business sector suite. This unit has particular links with the following unit titles in the Business suite:

Level 3
The Business Environment
Understanding Retailing
Visual Merchandising in Retail
Fashion Retailing

Essential resources

Learners will need access to a wide range of learning and research materials such as books, the internet, industry journals and publications and relevant government publications. Formal and informal visits to food retailers' premises (and, possibly, other organisations connected to food retailing) are important for learners to obtain the knowledge and understanding they will require to meet the unit outcomes.

Employer engagement and vocational contexts

Centres should develop links with local food retailers. Many retail organisations want to promote their businesses so are often willing to provide work placements, visits, information about their businesses and visiting speakers

Indicative reading for learners

Textbooks

Dennis C et al – *E-Retailing* (Routledge, 2004) ISBN 041531142X

Ellis H and Mead J – *Trading Places: Extraordinary Shops and Their Stories* (Mitchell Beazley, 2000) ISBN 1840002565

Fernie J – *Principles of Retailing* (Butterworth-Heinemann, 2003) ISBN 0750647035

Freathy P – *The Retailing: Principles and Applications* (FT Prentice Hall, 2003) ISBN 0273655485

Hammond R – *Smart Retail: How to Turn Your Store into a Sales Phenomenon* (Prentice Hall, 2003) ISBN 0273675214

Kahn B and McAlister L – *Grocery Revolution: The New Focus on the Consumer* (Longman, 1997) ISBN 0673998800

Marcom Group Limited – *Right-To-Know for Food Retailing Operations* (Delmar Pub, 1997) ISBN 0766830543

Poloian L – *Retailing Principles: A Global Outlook* (Fairchild Books, 2003) ISBN 1563671921

Randall G and Seth A – *Supermarket Wars: Global Strategies for Food Retailers* (Palgrave Macmillan, 2005) ISBN 1403919100

Ruston P – *Out of Town Shopping: The Future of Retailing* (British Library Publishing, 1998) ISBN 0712308482

Seth A and Randall G – *The Grocers: The Rise and Rise of the Supermarket Chains* (Kogan Page, 2001) ISBN 0749435496

Thomas B – *Law for Retailers* (Management Books, 2003) ISBN 1852524235

Journals

Fine Food Digest/Good Food Retail www.aboutfood.co.uk

The Grocer www.thegrocer.co.uk

Independent Retailer www.indretailer.co.uk/indretailer.htm

Independent Retail News www.nexusonline.com/products/publication

Retail Week www.retail-week.com

Speciality Food www.specialtyfood.com/do/media

Websites

www.anaphylaxis.org.uk Anaphylaxis Campaign

www.asda.co.uk Asda Stores

www.bournemouth.ac.uk/library Library at Bournemouth University

www.britishdisplaysociety.co.uk British Display Society

www.brs.org.uk British Retail Consortium

www.british-shops.co.uk British Shops and Stores Association

www.businesslink.gov.uk Business Link

www.cieh.co.uk Chartered Institute of Environmental Health

www.cim.co.uk Chartered Institute of Marketing

www.consumerdirect.gov.uk Consumer Direct

www.defra.org.uk	Department for Environment, Food and Rural Affairs (DEFRA)
www.doh.gov.uk	Department of Health (DoH)
www.dti.gov.uk	Department of Trade and Industry
www.fairtrade.org.uk	The Fairtrade organisation
www.fdf.org.uk	Food and Drinks Federation
www.foodcomm.org.uk	Food Commission
www.food.gov.uk	Food Standards Agency
www.foodtech.org.uk	Food Technology
www.indretailer.co.uk	Alliance of Independent Retailers and Businesses
www.instituteofcustomerservice.com	Institute of Customer Service
www.igd.com	Institute of Grocery Distribution
www.managers.org.uk	Chartered Management Institute
www.marketing.stir.ac.uk/irs	Institute of Retail Studies, Stirling University
www.marksandspencer.com	Marks and Spencer plc
www.morrisons.co.uk	Wm Morrison plc
www.nutrition.org.uk	British Nutrition Foundation
www.nase.org	National Association for the Self-employed
www.sainsburys.co.uk	J Sainsbury plc
www.societyandbusiness.gov.uk	Corporate Social Responsibility
www.skillsmartretail.com	Skillsmart Retail
www.spar.co.uk	Spar UK Limited
www.templeton.ox.ac.uk/oxirm	Oxford Institute of Retail Management at Templeton College
www.tesco.com	Tesco plc
www.thelocalshop.com	Association of Convenience Stores
www.tradingstandards.gov.uk	Trading Standards Institute
www.vegansociety.com	The Vegan Society
www.vegsoc.org	The Vegetarian Society
www.verdict.co.uk	Verdict Research
www.waitrose.com	Waitrose Limited

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	investigating the size, structure and types of food retailers investigating the product ranges of food retailers
Reflective learners	reflecting on the size and structure of the food retailing sector reflecting on the developments in the consumer market reflecting on the impact of health and safety on food retailing reflecting on how food retailers are meeting their social, ethical, environmental and corporate social responsibilities.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	planning and carrying out research into the different types of food retailers
Creative thinkers	looking at how different food retailers are classified examining reasons for change in food retailing adapting their skills as circumstances change when undertaking research into food retailing
Reflective learners	setting goals, with success criteria, for researching food retailing inviting feedback on their own work and dealing positively with praise, setbacks and criticism when having tutorials with the tutor evaluating their experiences and learning to inform future progress when completing research tasks
Team workers	working in a group to discuss ideas about food retailing taking responsibility for their own role when working in groups managing activities to reach agreements and achieve results when working in groups
Self-managers	seeking out challenges or new responsibilities and showing flexibility when priorities change when planning research tasks dealing with competing pressures, including personal and work-related demands when working in groups responding positively to change, seeking advice and support when needed
Effective participators	Voicing own views and opinions when working in groups.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching structure and size of food retail sector researching on the internet for fair trade products
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	tabulating information about food retailing
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	finding illustrative materials for presentations and tabulations about food retailing creating diagrams, presentations and tabulations about food retailing
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring, extracting and assessing the relevance of information from websites about food retailing
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	bringing together a variety of materials about food retailing gathered through research preparing information to present to others about food retailing
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with other members of a group when conducting group research

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	<ul style="list-style-type: none"> carrying out group work investigating fair trade products attending group work meetings discussing customer service in class
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	<ul style="list-style-type: none"> reading case studies on product ranges reading about aspects of food retailing – size, structure, consumer influence, health and safety and corporate social responsibility
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	<ul style="list-style-type: none"> writing notes on changes in consumer markets writing up results of group exercises.