

# Retail knowledge

**Level 1: Understanding the business of retail  
(A/502/5756)**

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This material is provided as an additional and optional resource for tutors and teachers to use and adapt when delivering a programme of units for their learners. For learners to achieve units within a Skilled for Life programme, it is important that every assessment criterion is assessed, fully met and noted. The resource sheets provided for each unit will enable learners to produce evidence for certain criteria. It is not envisaged that solely by completing the resource sheets, learners will fully meet all the criteria. It is the responsibility of tutors and assessors to ensure that all criteria are properly assessed and the evidence recorded appropriately.

## Introduction

Our Skilled for Life resources are designed to provide you with ideas for delivering the unit content and engaging tasks and activities that will help learners work towards assessment.

The materials consist of stand-alone sheets that can be used in a range of ways to suit most situations. Whether you are working in a classroom or a less formal learning environment, with individual learners or with groups, it is hoped that you will find these sheets and the accompanying tutor guidance notes useful.

The sheets are in pdf format; they are downloadable and may be photocopied for use only within your institution. Alternatively, learners can access them on-screen – the write-in sections are interactive so that answers to activities can be recorded electronically.

Each sheet addresses one or more of the assessment criteria in the unit (A.C.s are clearly marked at the top of each page). Page 1 of each sheet provides a starter stimulus or introductory idea based around the suggested unit content in the specification; it can be used to explain key concepts, or as the basis for a discussion. You could use the stimulus to draw together key learning points and encourage learners to engage with the topic or concept from the outset. There is plenty of scope for you to introduce your own content or ideas as well.

Page 2 of each sheet includes tasks that will consolidate learners' knowledge and understanding and, in some cases, may provide evidence for assessment.

This tutor guidance document provides detailed suggestions for how to use each of the resource sheets in the unit, and includes tips and advice together with suggested extension activities, alternative ideas, useful reference sources and answers to activities where applicable.

## Unit overview

This unit aims to provide learners with knowledge and understanding of the retail sector. Learners will be introduced to different types of retail outlets, occupations within the sector and the retail supply chain. They will explore the important ethical and environmental considerations in the way that goods are sourced, produced, supplied and consumed. They will also investigate the number of people employed in retailing, the number of retail businesses in operation and the amount of money spent by customers each year.

## Learning and teaching activities in this unit

### Resource sheet 1: Where do you shop?

The purpose of this sheet is for learners to begin to identify the different types of retail businesses found in a locality, such as a town or city centre. The resource sheet shows a map of a town centre, including a variety of retail outlets offering different goods and services, key transport links and some private accommodation (in the flats above the shops) where online shopping can take place.

Introduce the topic by asking learners a series of questions about their own shopping habits. Questions could include:

- How do they travel to their local retailers, and why use these methods?
- What other shopping methods have they used, and why? (for example, e-shopping, catalogues)
- What issues dictate the retail channel they use? (for example, variety, trying something on before buying, the cost of transport or parking, the cost of delivery)

You may wish to organise a trip to the local town or city centre to see a selection of retail businesses as indicated in the unit content. Learners can investigate the wide variety of retail formats available and the goods and services sold.

### Activity 1: Different types of shop

For this activity, learners must add connecting lines to label the picture with a market stall, a show room, a shop and a location where e-shopping can take place. For some of the labels, there is more than one possible example shown in the image; as such, learners must be able to justify their choices with a brief explanation.

In the second part of the activity, learners must provide four features for each of the retail channels described on the labels.

## **Resource sheet 2: Making a shopping list**

The purpose of this sheet is to encourage learners to identify the different sizes and types of retail outlets typically found in retail locations, such as high streets or retail business parks. The shopping list shown on the resource sheet lists a range of items that can be purchased from a variety of different retailers.

Introduce the shopping list on the sheet and ask learners to work in pairs or small groups to suggest suitable retail outlets from which they can purchase each item. Encourage them to think about how many outlets they would need to go to; for example, which large retail outlets may stock more than one of their items? Can they get all the items close to their home or will they need to travel? Can they get any of the items online? Which ones, and why are others not suitable?

Learners can then discuss their list of outlets with the rest of the group, with a focus on the features of those outlets (for example, size, location, customer service provided, use of information technology, stock available). The group should be encouraged to recognise that it is these features that often determine the choices they make when shopping; such as where to go or the choice of one retailer over another.

## **Activity 2: What's on your shopping list?**

In this activity, learners must use knowledge gained during the discussion of the different retail outlets and capture information on the worksheet in response to the four questions provided. The questions require examples of the different retail outlets available by size and by location.

## **Resource sheet 3: Finding a job**

The purpose of this resource sheet is to encourage learners to think about the many different retail jobs available in all kinds of retail businesses.

Introduce the topic by discussing where the learners could work, what they could do in those outlets and what skills and qualities they would need. If necessary, draw on the town centre diagram from Resource sheet 1 for examples of small, medium-sized and large retail businesses where a variety of retail jobs exist.

The mock realia on the resource sheet shows a job vacancy page from a local newspaper, displaying positions such as a store manager in a Cash &

Carry, a sales assistant in a small independent retailer and a shelf stacker in a supermarket. Ask learners which retail job role they might choose to apply for. Encourage them to discuss other locations where retail jobs are advertised and record the information in a spider diagram.

You may wish to arrange for a visiting speaker to attend your session; for example, a human resources manager. They can explain how they hire staff and the skills and personal qualities that are important to them when recruiting. Alternatively, you could arrange a visit to a local retail outlet where learners could ask the store manager pre-prepared questions about staffing, hiring and recruitment.

### **Activity 3: Do your research**

In this activity, learners can work independently or in pairs. The template provided on the activity sheet is designed to capture information from their research into jobs available at a variety of retail outlets, either as written notes or as a place to stick information found in magazines or online. Reproduce the sheet three times for each learner, to allow them to investigate and record their findings of jobs available at small, medium-sized and large retail outlets.

More able learners can conduct their research using local/national papers or the Internet. Less able learners may benefit from a guided discussion relating to the particular features of the four job vacancies stated on the resource sheet before beginning their own investigations.

Following the activity, a group discussion can focus on specific skills, personal qualities and entry points for a variety of occupations. More able learners, or those requiring a stretch activity, could undertake a personal skills audit to help them recognise their strengths and areas for development.

### **Resource sheet 4: Next steps...**

The purpose of this resource sheet is to prompt a discussion whereby learners can explore some of the different career paths available in retailing. The visual stimulus covers jobs at different outlets and levels to encourage learners to recognise that different job opportunities will have different entry points and progression opportunities, as well as requiring different skill sets.

Introduce the sheet by discussing the job adverts shown and drawing out the different levels of role and opportunity covered. Expand on this by discussing the learners' own employment interests. Encourage them to explore the potential opportunities available in their chosen job roles

and their longer-term career aims. Do they have the skills they need already or will they have to acquire new skills via training or additional qualifications?

You may wish to arrange for a visiting speaker who can discuss different job roles and routes for progression with the learners. Suitable individuals might include a human resources manager from a retail group or a retail careers advisor who is familiar with a range of retail careers.

### **Activity 4: Your next job**

In this activity, the learner is asked to research the steps they will need to take to progress in a career of their choosing.

The staircase outline on the worksheet is reproduced twice. In the first example, learners must enter their current or chosen job role on the bottom step (the lower green box) – for example, sales assistant – and the job they would like to progress into on the top step (the upper green box) – for example, store manager. To complete the activity, they must carry out appropriate research to populate the steps between the two roles, here labelled ‘skills’, ‘attributes’ and ‘behaviours’.

In the second example, learners must enter the same roles; however, this time, they must complete the boxes marked ‘sources of information’, ‘training’ and ‘education’.

In so doing, learners will create a progression plan for their chosen career path, detailing the skill set and qualifications they must have to achieve their career goals. Learners can write or type directly into the answer boxes. Alternatively, they may wish to stick information collected during their research directly onto the page. To assist them in their research, learners can access online sites such as the SkillSmart Retail website, trade journals such as *The Appointment*, *Retail Week*, *Drapers* or *The Grocer*, visit a local job centre or gather information on retail training programmes.

### **Resource sheet 5: Buying bananas**

The purpose of this resource sheet is to encourage learners to identify the sources from which retailers obtain products; in this case, bananas. You may wish to bring in some real bananas to initiate a discussion. The sheet poses two questions; where the learners buy their own bananas and where those retailers source their stock.

In response to the first question, discussion should focus on the range of possible retail suppliers; for example, market stalls, greengrocers, organic shops, fruit delivery services, convenience stores, super and

hypermarkets. Ideas should be captured on a flipchart or whiteboard as a reference for the group.

You may then wish to divide learners into smaller groups. Each group can be asked to discuss one or two examples of the retail outlets listed and explore where those retailers source their bananas. Sources will vary; an example might be regional and central wholesale markets such as New Covent Garden, which is used by market traders, independent greengrocers and convenience stores. Learners should also be aware of the role of the large plantations and their direct links to the supermarket chains, as well as the option of having fresh fruit and vegetables delivered to the customer's home by independent suppliers such as Riverford Organics.

You can expand on the discussion by exploring the countries that produce bananas and the transportation and storage methods used to deliver stock to other countries around the world. It may be appropriate at this point to introduce related discussions about other types of retail products, such as clothing or furniture, which are not perishable.

Be sure to create a separate list of sources from which retailers obtain products and display it on a flipchart or whiteboard as a reference for the group.

You may wish to organise a trip to a local fruit and vegetable wholesaler to allow learners to investigate the role of the wholesaler and the relationship with the market trader.

### **Activity 5: The life of your banana**

In the activity, learners must identify the key stages of a product's journey through the retail supply chain. Again, the example product given is bananas, but the four stages required will be the same for many types of product.

As part of the activity, they must recognise the role they have to play in the chain as both consumer and disposer of the product.

### **Resource sheet 6: Why do we shop?**

The purpose of this worksheet is to allow learners to understand the cyclical relationship in the retail industry between the jobs that it provides, the money that flows in and out of the industry and the support that it offers to local communities and the country as a whole.

Distribute the sheet and encourage learners to interpret the visual reference shown. Take each point in turn (e.g. money, sales and jobs) and

ask them to discuss how it relates to the retail industry:

- Money: Where does their money come from? Where do they spend it?
- Sales: Why do shops sell goods and services?
- Jobs: Why is it important to have a job? How can having a job benefit the local economy?

Encourage learners to see the relationship between the money that is earned via jobs in the retail industry and the money that is spent on products from retail outlets, thus supporting the local economy and helping to secure more jobs for the future.

### **Activity 6: Look at the numbers**

In the activity, learners must undertake research to answer three questions focusing on key statistics from the UK retail industry. The Skill Smart Retail website will have the most up-to-date figures.

To allow for flux in the industry, the multiple-choice answers given cover wide ranges.



#### **Extension activity**

Once learners have an overall impression of the UK industry, ask them to explore their local area. Learners should investigate the number and types of shops operating in a local area. They should also consider the number of closed outlets. A field survey could be used to look at the ratios. Learners should examine what the current shops are offering, and the ownership and size of these shops. They can consider possible influences leading to the closure of outlets, such as large supermarkets opening nearby.

### **Resource sheet 7: Think before you buy**

The purpose of this resource is to make learners aware of the environmental and ethical issues that concern customers and affect retailers, and to encourage them to appreciate the role of both industry and customer in protecting the planet and the people within the retail supply chain.

The resource sheet displays two examples of logos commonly found on packaging or labels – the recycling symbol and the fair trade logo. Introduce the discussion by asking learners if they know what these symbols mean and where they have seen them. Encourage them to think of other examples of logos that they might find on either labelling or product packaging; for example, the Red Tractor symbol, the Soil Association logo, the carbon footprint, GM free logos, Made from

recycled materials, etc. Bring in real-life examples of these symbols on product packaging to use during the discussion.

Specific products can be discussed to expand on both environmental and ethical concerns: use the items you have brought in or create cards describing different examples of products, such as newspapers/magazines, wooden furniture, white (bleached) clothing/textiles, fruit/vegetables, fish, or white goods (for example, washing machines or freezers). Encourage learners to recognise that different items may have different environmental and ethical considerations.

Learners may need support with some of the terminology arising, notably key words such as ethical and environmental.

### Activity 7: What's the issue?

In the activity, learners must complete the table by identifying whether the four examples given are environmental or ethical considerations, and then providing some additional examples of these types of concerns.



#### Extension activity

To extend the activity, learners could be asked to explore the environmental and ethical concerns raised in relation to one retailer; for example, Tesco or Debenhams. To capture the key information, learners can create an informative poster that focuses on the particular concerns of one named retailer, or a poster exploring either environmental or ethical considerations in general.

### Resource sheet 8: Why be responsible?

The purpose of this sheet is to help learners understand the main advantages to retailers of responding to customers' environmental and ethical concerns. The sheet presents the town centre from earlier resource sheets. Four retail outlets are highlighted for consideration, along with examples of the types of concerns those retailers may need to respond to.

Distribute the resource sheet. Introduce a discussion focusing on the different environmental and/or ethical policies that each retailer would have to put in place to address the particular concerns they face and why they need to do so.

You can expand on the discussion by exploring the policies of real-life retailers, such as Marks and Spencer's *Our Plan A Commitments* or The Co-operative's ethical policy *Join the Revolution*. Be careful not to include retailers named on the activity sheet: Sainsbury's, Amazon, John Lewis, Next.

## Activity 8: Responsible shopping

In the activity, learners must research and present information about the ethical and environmental policies of four major retailers: Sainsbury's, Amazon, John Lewis and Next. Space is provided on the activity sheet to make notes but learners may require additional paper, particularly if they wish to attach materials they find in their research.

The retailers chosen cover a range of different products and services. They include an online retailer, Amazon, and the fashion brand Next, which has stores, online retailing and a catalogue business. These examples can be substituted for other retailers, provided that a similarly broad range of services is covered. Learners may also wish to consider a smaller, independent business from their local area.

Following their research, learners must answer the final question posed on the sheet and explain why retailers act on environmental and ethical concerns.

### Useful resources

Resources include the following:

- Local retailers, who may be able to provide visiting speakers such as human resources managers to talk about progression routes
- Job centres, who may be able to provide a speaker to talk about retail job vacancies
- Local town/city centres, offering a range of different retail outlets
- Books such as:
  - Cox R, Brittain P: *Retailing – An Introduction*; FT Prentice Hall 2004, ISBN 0273678191
  - Segel R: *Retail Business Kit for Dummies*; John Wiley & Sons 2001, ISBN 978-0764553813
  - Dion J: *The Complete Idiot's Guide to Starting and Running a Retail Store*; Alpha Books 2008, ISBN 978-1592577262
- Trade journals such as:
  - *Convenience Store* (published by William Reed Business Media) – contains features on convenience stores
  - *Drapers* (published by Emap) – contains features on fashion retailers
  - *The Grocer* (published by William Reed Business Media) – contains features on grocers
  - *Retail Week* (published by Emap) – contains features on all types of retailers

### Websites

- Video-sharing websites: search for 'A Day in the Life of Del Monte® Bananas Production in Costa Rica'; a short video on the production and transportation of bananas from plantation to the customer
- <http://corporate.marksandspencer.com/documents/publications/2010/planacommitments2010> – Marks and Spencer's environmental policy *Our Plan A Commitments 2010–2015*
- [www.newcoventgardenmarket.com/](http://www.newcoventgardenmarket.com/) – includes information about the role of the fruit and vegetable wholesaler
- [www.johnlewispartnership.co.uk/csr/our-approach/governance.html](http://www.johnlewispartnership.co.uk/csr/our-approach/governance.html) – John Lewis Partnership's policy *Handled with care*, including Waitrose's environmental and ethical policy
- <http://www.co-operative.coop/join-the-revolution/> – The Co-operative's organisational policy on environment and ethical issues
- [www.skillsmartretail.com](http://www.skillsmartretail.com) – the Sector Skills Council for Retail, including statistics on jobs, businesses and sales
- <http://www.brc.org.uk> – the British Retail Consortium website, containing up-to-date retail statistics and information on environmental concerns
- <http://makewealthhistory.org/2009/03/10/which-is-the-most-ethical-supermarket/> – the website for Make Wealth History, comparing the environmental and ethical operations of major retailers
- [www.nextplc.co.uk/corporate-responsibility/environment.aspx](http://www.nextplc.co.uk/corporate-responsibility/environment.aspx) – NEXT's organisational policy on environment and ethical issues

## Answers to activities

### Activity 1: Different types of shop

Learner's own answer. Examples are provided below.

Type of shop	Example features
Market stall	Located in the town/city centre Can be undercover or outdoors Cheap to hire Nowhere to store when not in use Often accept cash payments only Close to car parking, taxi ranks, bus and railway stations
Show room	Often in a large building Sometimes out of town Expensive to run Usually accepts any method of payment including long-term credit Display large items Often has car parking
Shop	Can be local, residential or high street Close to car parking, taxi ranks, bus and railway stations Limited sales floor space Has storage space Usually accepts any method of payment Close to passing customers
E-shopping	Can be run as part of a store or as a private trader Offers online display of goods Access to transportation of goods Requires a secure payment system

### Activity 2: What's on your shopping list?

Learner's own answer. Examples are provided below.

- 1 Examples of small retail outlets could include: corner shop, market stall, kiosk, general store, convenience store
- 2 Examples of large retail outlets could include: supermarket, hypermarket, department store, chain stores
- 3 Retail outlets found on the high street could include: smaller retailers like market stalls and corner shops, small branches of supermarkets, smaller branches of chain stores selling fashion or books
- 4 Retail outlets found in a retail business park could include: larger retailers like department stores, hypermarkets, large branches of chain stores as before

**Activity 3: Do your research**

Learner’s own answer.

**Activity 4: Your next job**

Learner’s own answer.

The following are exemplar answers:

<b>Sales assistant selling cheese on the delicatessen counter in a large supermarket</b>
Skills: teamwork, communication , product knowledge, food safety, numbers
Attributes: friendly, reliable, flexible
Behaviours: polite, courteous, sense of humour
<b>Assistant team leader on the delicatessen counter</b>

<b>Sales assistant selling cheese on the delicatessen counter in a large supermarket</b>
Sources of information: local careers centre, Skillsmart retail, local college, HR department
Training: in-store training, mentoring by peer
Education: BTEC Apprenticeship Levels 2 and 3, Award in Food Safety
<b>Assistant team leader on the delicatessen counter</b>

**Activity 5: The life of your banana**

Stage 1: Product sources
Stage 2: Retailer (shop)
Stage 3: Customer
Stage 4: Disposal or recycling

**Activity 6: Look at the numbers**

- 1 How many people work in retail in the UK?
  - b) Between 2 and 4 million people
- 2 How many shops are there in the UK?
  - c) More than 200,000 shops
- 3 How much money do people spend in shops each year in the UK?
  - c) £250 billion +

### Activity 7: What's the issue?

	Environment: how do we look after our home?	Ethics: how do we act?
Organic	✓	✓
Fair trade		✓
Plastic bags	✓	
Recycling	✓	

Learner's own answer. Further examples could include:

- environmental considerations such as the transportation of goods or carbon footprints
- ethical considerations such as child labour, genetically modified foods, processed foods or animal testing.

### Activity 8: Responsible shopping

Learner's own answer.

An exemplar is provided below.

Sainsbury's	<ul style="list-style-type: none"> <li>• Encourage customers to bring and use their own bags</li> <li>• Use local suppliers</li> <li>• Stock local organic products</li> <li>• Encourage car parks to be used as recycling centres</li> <li>• Part of UK Water Stewardship Group and partner in IMARISHA project, Naivasha, Kenya</li> <li>• 13,000 people employed via the <i>You Can Work</i> trial scheme partnership with Remploy, Mencap and Job Centre Plus since 2008</li> <li>• New Diversity Champion programme trains all store managers to support customers and colleagues with disabilities</li> <li>• Adopted a Carers Policy, as part of partnership with Carers UK</li> <li>• Youth Can programme established to promote employment</li> <li>• 93% of wood used for Sainsbury's products made from FSC or recycled sources in 2011</li> </ul>
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	<ul style="list-style-type: none"> <li>• 100% own-brand tissue and baking paper converted to 100% FSC paper</li> <li>• 1.77m trees planted with the Woodland Trust since 2004</li> <li>• £25.4m contribution via Local Community Partner programme to &gt;1,000 local and national groups</li> <li>• £21.2m raised by colleagues, customers and suppliers through a variety of donation schemes including Red Nose Day. Further six years support to Comic Relief announced will see &gt;£100m raised by Sainsbury's colleagues and customers</li> <li>• 3.2m meals donated in FareShare Million Meal Appeal (customer donations matched by Sainsbury's) – the UK's biggest single-charity food drive</li> <li>• £3.7m raised for the Royal British Legion by Sainsbury's customers and colleagues in 2011</li> </ul>
Amazon	<ul style="list-style-type: none"> <li>• Trying to promote more electronic books to save trees</li> <li>• Use local suppliers so customers can order directly from them, saving fuel emissions</li> <li>• Support many disaster funds</li> <li>• Support reading and writing projects in local US and UK areas</li> <li>• Have grants available for new writers</li> </ul>
John Lewis	<ul style="list-style-type: none"> <li>• Treat all their Partners with respect, honesty and fairness</li> <li>• No Waitrose food waste goes to landfill sites</li> <li>• Waitrose won an award for using only high-welfare pork across its entire own-brand range of products</li> <li>• JLP use water-cooled refrigeration systems to save on gas and cut down on electricity consumption</li> <li>• All their new stores and modernised old ones are air-sealed</li> <li>• JLP go beyond building regulations to make sure that minimal levels of energy are needed to operate their buildings</li> <li>• JLP make sure that energy is kept within their building space rather than escaping into the atmosphere</li> </ul>

Next	<ul style="list-style-type: none"><li>• Ensure their products are made in clean and safe environments</li><li>• Make sure all workers are treated with respect and paid fairly</li><li>• Electricity consumption has reduced, even though trading space has increased</li><li>• Re-cycles three quarters of waste created</li><li>• Reduced litres of fuel used per m<sup>2</sup></li><li>• Achieved the Carbon Trust Standard for measuring, managing and reducing carbon emissions</li><li>• When opening new branches most of the construction waste was recycled</li><li>• Support many charities and community organisations</li><li>• Are among sponsors of Leicester Tigers Rugby and Leicester City Football</li><li>• Support over 350 registered charities through donations of funding</li><li>• Improvement in productivity in factories has led to a reduction in employees working hours</li><li>• Work with local organisations to support education and training</li></ul>
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Learner answers to the question 'Why do retailers act on environmental and ethical concerns?' will vary.