

RETAIL BUSINESS

Unit 2: Exploring enterprise in retail businesses



Retail Business

Level 1 Unit 2: Exploring enterprise in retail businesses

Sample scheme of work

This is an example of a possible scheme of work. You can use it as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory workshops to support learners who have/need additional learning time.

This unit is assessed through a centre set and marked assignment.

Total GLH	60
Delivery model	This scheme is divided into topics and linked topics with an approximate indication of the GLH. The topics may then be split according to the duration of sessions and period of delivery. A list of resources is provided at the end of this document.
Aim	To help learners to use teamwork and entrepreneurial skills for working with others to propose branded retail enterprises that will benefit the area in which they live. Learners will: <ul style="list-style-type: none"> • understand the factors involved in developing retail businesses • know how to work effectively in teams • be able to work with others to propose branded retail enterprises to meet local needs.
Notes	The assessment for this unit may be included as part of another unit assessment. This unit could also be co-taught with elements of Level 2 Unit 2: Exploring retail channels. Under FS (functional skills): * indicates opportunities for assessment in English of speaking and listening and/or written communication + indicates opportunities for use of mathematics in analysing, interpreting and presenting information 🖨 indicates opportunities for assessment in ICT

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
	<ul style="list-style-type: none"> • variable costs • direct costs • indirect costs. <p>The whole group will discuss the most appropriate way to price the selected product from:</p> <ul style="list-style-type: none"> • cost-based pricing • competition-based pricing • customer-based pricing. <p>Each learner will then re-visit their research and add to their report a paragraph explaining which pricing method was used by their selected business.</p> <p>Tutor to explain what networking is and how entrepreneurs use it to create new opportunities. Each learner to create a spider graph of their personal network.</p> <p>Tutor to explain the other qualities listed below as necessary.</p> <p>Each learner will re-visit their research on individual entrepreneurs and look for examples of the following:</p> <ul style="list-style-type: none"> • Personal qualities • Intellectual capabilities • Interpersonal skills • Networking skills • Attitudes 	AC1b			

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
	<ul style="list-style-type: none"> • Local/national retailers • Demographics of local population met? • Selling locally produced/sourced products? <p>Survey friends, family and other local people who are part of the learners' everyday lives for retail needs that are met/not met locally.</p> <p>Produce list of needs not met from above.</p> <p>Invite local retailer(s) to talk to learners on how they handle ethical and social considerations:</p> <ul style="list-style-type: none"> • People involved in the retail business and the retail supply chain for products sold • The environment • Consumers • Social considerations relating to social problems, eg promoting and branding products such as alcohol with care, including signposting customers to support agencies <p>Learners to present a list of local retail needs identified to visiting retailers for comment.</p> <p>Tutors to explain the concept of types of brands:</p> <ul style="list-style-type: none"> • Business brands • Product brands • Own brands <p>Ask learners to suggest examples of brands.</p>	AC1d			

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
	<ul style="list-style-type: none"> • Identify what needs to happen in order for goals to be achieved • Identify who will take which actions, how and by when • Share work fairly, taking into account abilities • Confirm understanding of goals and individual roles • Check and discuss progress <p>Each team presents their retail business suggestions, explaining how the business will operate and how it meets the needs of people in the local area, using any supporting evidence or information necessary.</p> <p>Learners should write a report reflecting on:</p> <ul style="list-style-type: none"> • how successful the team was in meeting its goals • what individual contributions helped in meeting goals • what went well, what didn't and why • what they would do differently next time • what they have learned from the experience. 	<p>AC3a</p> <p>AC3c, d</p>			

RESOURCES

Websites

The Diploma Development Partnership (DDP) website for Retail Business contains a 'Diploma Shop' – www.diplomainretailbusiness.com/diploma/TheShop.aspx – with useful learning and teaching resources that Consortia may find helpful in the delivery of the Principal Learning. This includes a compendium of websites, books, multimedia resources, museums and exhibitions, journals and e-newsletters. The relevant sections for the purposes of this unit are:

- Business and economics in retail
- Enterprise and entrepreneurship
- Retail channels

The DDP for the Diploma in Retail Business also provide a work-related learning guide, which can be found by clicking on the relevant download on the following web page: www.diplomainretailbusiness.com/Diploma/Educational/Workexperienceandwork-relatedlearning/default.aspx

Other websites may also be useful for learning in this unit:

Business Link: www.businesslink.gov.uk

Chambers of Commerce: www.britishchambers.org.uk

Fastlink Solutions – how to work out business costs: www.fastlinksolutions.co.uk/howtowor.htm#retail