

Title:	Understanding the business of retail
Level:	1
Credit value:	1
GLH:	8
Unique Reference Number:	A/502/5756
Sector Subject Area:	7.1 Retailing and Wholesaling
Aim:	The aim of this unit is to provide learners with the skills and knowledge to understand the business of retail.
Assessment Type:	Assessment of this unit will be through the completion of internally set and internally assessed evidence.
Assessment Guidance:	Assessment should be based on a range of suitable evidence such as written assignments, reflective accounts, professional discussions, or oral questioning.

Learning outcomes

The learner will:

1. Understand how retail outlets differ in size and type.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge to understand how retail outlets differ in size and type.

The learner must:

- 1.1. List the **different retail channels and state the main features of each one.**
- 1.2. Identify the **sizes and types of retail outlets** typically found in a variety of retail locations such as high streets or retail business parks.

2. Understand the range of retail occupations.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge to understand range of retail occupations.

The learner must:

- 2.1. State **how the retail occupations differ between small, medium and large** retail businesses.

2.2. Identify the **usual entry points and progression opportunities** for a variety of retail occupations.

2.3. Outline the **skills, personal attributes and behaviours required** for a range of retail occupations.

3. Understand the retail supply chain.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge to understand the retail supply chain.

The learner must:

3.1. List the **sources from which retailers obtain products**.

3.2. Outline the **key stages of a product's journey** through the supply chain.

4. Understand the contribution which the retail sector makes to the economy of the United Kingdom.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge to understand the contribution which the retail sector makes to the economy of the United Kingdom.

The learner must:

4.1. Outline the size of the retail sector using information such as:

a) the number of people employed

b) the number of retail businesses

c) the amount of money spent by customers every year.

5. Understand how customers' concerns influence the products and services offered by retailers.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge to understand how customers' concerns influence the products and services offered by retailers.

The learner must:

5.1. Outline **environmental issues of concern to retail customers**.

5.2. Outline **ethical issues of concern** to retail customers.

5.3. List the **main advantages to retailers of being responsive** to customers' environmental and ethical concerns.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

<p>1.1. List the different retail channels and state the main features of each one.</p>	<ul style="list-style-type: none"> • Physical shop <ul style="list-style-type: none"> ○ Face-to-face customer service ○ Immediate access to goods ○ Allows customers to see and try products before buying • Online Retail <ul style="list-style-type: none"> ○ Purchases made via websites or apps ○ Accessible 24/7 from anywhere ○ Home delivery or click-and-collect options ○ Offers a wider product range than in-store • Market Stalls and Pop-Up Shops <ul style="list-style-type: none"> ○ Temporary or mobile retail spaces ○ Lower operating costs ○ Often used for testing products or entering new markets
<p>1.2. Identify the sizes and types of retail outlets typically found in a variety of retail locations such as high streets or retail business parks.</p>	<ul style="list-style-type: none"> • High Streets <ul style="list-style-type: none"> ○ Small Independent Shops ○ Chain Stores ○ Service Retailers e.g. opticians, hairdressers, dry cleaners ○ Banks and Building Societies • Shopping Centres / Malls <ul style="list-style-type: none"> ○ Flagship Stores ○ Large outlets, representing major brands with wide product ranges. ○ Department Stores ○ Food Courts ○ Kiosks/Stalls • Retail Parks / Business Parks <ul style="list-style-type: none"> ○ Large Format Stores ○ Supermarkets and Hypermarkets ○ Discount Stores

<p>2.1. State how the retail occupations differ between small, medium and large retail businesses.</p>	<p>Small Retail Businesses:</p> <ul style="list-style-type: none"> • Fewer staff – Employees often take on multiple roles (e.g. sales, stock control, admin) • Flexible roles – Less specialisation; staff may cover for each other • Closer management – Often owner-managed; direct communication with decision-makers • Limited hierarchy – Fewer levels between junior staff and managers <p>Medium Retail Businesses:</p> <ul style="list-style-type: none"> • More defined roles – Staff may have specific duties (e.g. cashier, supervisor, stockroom assistant) • Structured teams – Likely to include team leaders or department supervisors • Mid-level management – Store managers and assistant managers take on more responsibility • Some support functions – May include HR, marketing, or accounts teams <p>Large Retail Businesses:</p> <ul style="list-style-type: none"> • Highly specialised roles – Clear job titles and responsibilities (e.g. visual merchandiser, stock controller). • Formal structure – Several layers of management (team leader, department manager, regional manager). • Centralised departments – HR, finance, buying, logistics, and IT often based at head office • Training and career progression – Formal development programmes and defined career paths
<p>2.2. Identify the usual entry points and progression opportunities for a variety of retail occupations.</p>	<p>Sales Assistant:</p> <ul style="list-style-type: none"> • Entry Point: <ul style="list-style-type: none"> ○ No formal qualifications needed ○ On-the-job training or retail apprenticeship • Progression Opportunities: <ul style="list-style-type: none"> ○ Senior sales assistant ○ Supervisor or team leader ○ Department or store manager <p>Cashier / Till Operator</p> <ul style="list-style-type: none"> • Entry Point: <ul style="list-style-type: none"> ○ Basic maths and customer service skills ○ Usually entry-level • Progression Opportunities: <ul style="list-style-type: none"> ○ Head cashier ○ Supervisor ○ Training in stock or admin roles

	<p>Customer Service Assistant:</p> <ul style="list-style-type: none"> • Entry Point: <ul style="list-style-type: none"> ○ Good communication and problem-solving skills ○ Often an entry-level role • Progression Opportunities: <ul style="list-style-type: none"> ○ Customer service supervisor ○ Complaints handler or team leader ○ Customer service manager
<p>2.3. Outline the skills, personal attributes and behaviours required for a range of retail occupations.</p>	<p>Sales Assistant:</p> <ul style="list-style-type: none"> • Skills: Customer service, product knowledge, basic maths, communication • Attributes: Friendly, patient, helpful • Behaviours: Approaches customers confidently, works well under pressure, stays professional <p>Cashier / Till Operator:</p> <ul style="list-style-type: none"> • Skills: Numeracy, attention to detail, computer literacy • Attributes: Honest, trustworthy, calm under pressure • Behaviours: Handles transactions accurately, follows procedures, remains polite <p>Customer Service Assistant:</p> <ul style="list-style-type: none"> • Skills: Problem-solving, empathy, communication • Attributes: Calm, understanding, supportive • Behaviours: Resolves issues quickly, listens to customer concerns, maintains a positive attitude
<p>3.1. List the sources from which retailers obtain products.</p>	<p>Manufacturers:</p> <ul style="list-style-type: none"> • Retailers buy directly from the producer of the goods • Often used for branded or bespoke products <p>Wholesalers:</p> <ul style="list-style-type: none"> • Middlemen who buy in bulk from manufacturers and sell in smaller quantities to retailers • Useful for smaller retailers needing a variety of products without bulk buying <p>Distributors:</p> <ul style="list-style-type: none"> • Act as intermediaries between manufacturers and retailers, often with exclusive rights to sell certain brands or products in specific regions. <p>Importers:</p> <ul style="list-style-type: none"> • Retailers source products from overseas suppliers through import companies • Useful for accessing international goods or lower-cost items
<p>3.2. Outline the key stages of a</p>	<ul style="list-style-type: none"> • Manufacturing/Production • Packaging

<p>product's journey through the supply chain.</p>	<ul style="list-style-type: none"> • Storage/Warehousing • Distribution • Retailing • Sale to Customer
<p>5.1. Outline environmental issues of concern to retail customers.</p>	<ul style="list-style-type: none"> • Plastic and packaging waste • Carbon footprint • Energy use • Pollution
<p>5.2. Outline ethical issues of concern to retail customers.</p>	<ul style="list-style-type: none"> • Fair Trade and Labour Practices • Animal Welfare • Demand for cruelty-free and vegan products. • Environmental Responsibility • Exploitation • Product Authenticity and Honesty
<p>5.3. List the main advantages to retailers of being responsive to customers' environmental and ethical concerns.</p>	<ul style="list-style-type: none"> • Improved brand reputation • Builds trust and loyalty among customers. • Encourages repeat business • Attracts new customers • Compliance with regulations • Positive impact on sales