RETAIL BUSINESS

Year 9

What are the aims and intentions of this curriculum?

The aim of our Year 9 Curriculum is to elicit a basic understanding of Retail Business and customer service, thus enabling leaners to carry out Mystery Shopping and research exercises with careful analysis or good customer service principles. This unit:

- Offers a learning experience that focuses through applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.
- Ensures students learn what customers see as a good or bad experience and help retailers to assess and improve their performance.
- Allows learners a thorough understanding of the principles of customer service and how retailers use these to set the standards that are at the heart of the customer experience.
- Ensures learners know how develop research skills so that learners can investigate the quality of the customer experience across different retailers, analysing and presenting their findings.
- Allow students to explore and gain an understanding of how customer service affects the behaviour of both customers and employees.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	**Transition** **AC 1.1** Describe principles of Customer Service **AC1.2** Describe situations when customers interact with retail businesses **Alliance Challenge**	**Principles of customer service** • Greeting the customer • Interacting and building rapport with the customer • Identifying customer needs • Providing services and facilities for customers • Encouraging and responding to feedback from customers • Meeting legal requirements **Types of retail customers** • Existing • New • Individuals • Groups • Different age groups • Different cultures/ethnicity • Those with additional needs **Situations** • Sales	• Knowing what to expect as good customer service from retailers. • Develop more awareness of the principles of customer service. • Distinguishing the various types of customers • Identify situations when retailers and customers interact. • Using the pop-up-shop to role play activities depicting the principles of good customer service. • Observation and reporting of customers' interaction with retail businesses at chosen shops locally. • To work and collaborate with team members in teams. • To communicate appropriate and clearly in group or team activities.	**FORMATIVE:** • Weekly next step homework activities. • Peer/group class activities • In class differentiated individual activities **SUMMATIVE:** • Projects (Individual and/or group) • Mystery shopping activities • Video analysis • Research papers • Monthly tests

		• Queries • Advice • Provision of product information • After sales • Complaints • Compliments • Across different retail channels		
Autumn 2	AC 1.3 Describe how customer service delivery differs across retail channels AC 2.1 Describe needs of different types of retail customers	**Retail channels** • Stores/shops • Online **Needs** • Information • Health and safety • Security • Accessibility • Communication • Availability • Advice **Types of retail customers** • Existing • New • Individuals • Groups • Different age groups • Different cultures/ethnicity • Those with additional needs	• Know the difference between online retailing and stores/shop retailing. • Identify customer needs based on the various types of customers. • Conduct mystery shopping activities at major retail businesses.	**FORMATIVE:** • Weekly next step homework activities. • Peer/group class activities • In class differentiated individual activities **SUMMATIVE:** • Projects (Individual and/or group) • Mystery shopping activities • Video analysis • Research papers • Monthly tests
Spring 1	AC2.2 Explain how retail businesses meet the expectations of different types of customers.	**Expectations** • Meeting needs • Quality of service • Costs of service • Customer relationships • Brand image	• Know the expectations of customers • Identify different types of customers' expectations. • Conduct mystery shopping activities at major retail businesses	**FORMATIVE:** • Weekly next step homework activities. • Peer/group class activities • In class differentiated individual activities **SUMMATIVE:** • Projects (Individual and/or group) • Mystery shopping

				• activities • Video analysis • Research papers • Monthly tests
Spring 2	AC 3.1 Design research tools AC 3.2 Process information	**Research tools** • Mystery shopper checklists • Questionnaires • For interviews • Secondary research log **Process** • Record information • Review information for validity • Analyse information • Interpret information	• Design research plans • Create research tools • Design graphs and charts on computers • Report writing	**FORMATIVE:** • Weekly next step homework activities. • Peer/group class activities • In class differentiated individual activities **SUMMATIVE:** • Projects (Individual and/or group) • Mystery shopping activities • Video analysis • Research papers • Monthly tests
Summer 1	Present information	**Present** • Structure information • Use of diagrams e.g. pie charts, tables, graphs • Use written communication	• Design research plans • Create research tools • Report writing	**FORMATIVE:** • Weekly next step homework activities. • Peer/group class activities • In class differentiated individual activities **SUMMATIVE:** • Projects (Individual and/or group) • Mystery shopping activities • Video analysis • Research papers • Monthly tests • Unit 1 Controlled Assessment