

# Landmarks Curriculum Sequencing - Retail

## Intent – What is Landmarks aiming to achieve through its retail curriculum?

- The retail curriculum will use a 'working from home' model that learners can realistically continue to run independently after college
- The learners accessing the curriculum will run a business collaboratively across four days, covering four different strands. The different strands will consist of groups taking responsibility of stock, sales and advertising products from three different stockists, as well as the final group running a market stall in their local area
- The retail curriculum will provide an opportunity for our learners to develop skills and knowledge in a range of areas through working as part of a team to run all aspects of a fully working business. Skill/Knowledge areas covered: maths; English; ICT; employability skills; independence skills; and personal development skills
- The learners in year one will be mentored by learners in year two so that the year two learners can develop their skills further by directing others and sharing best practice, as they would with new employees in other retail environments
- The curriculum also aims to provide learners with the skills and knowledge to set up and run a business from home if they desire.

## Implementation – How is the Landmarks' retail curriculum delivered?

- Different groups will run different parts of the business through the same platform, using ICT based communication to liaise with each other about the running of the business day to day
- Responsibilities:
  - Group One – Managing Avon
  - Group Two – Managing Body Shop at Home
  - Group Three – Managing Bubble and Blow
  - Group Four – Managing a market stall
- The overall business will run as a whole and all four groups of learners will deal with the following areas collaboratively:
  - Running a Facebook Group – Each group will post about an area of the business (outlined above) each week
  - Advertisement – Through the Facebook group, Landmarks' Facebook page, posters, local canvassing
  - Customer Queries – Phone/email – Business to be run through a single email address, checked daily & a phone (opening times to be advertised on group)



QUALITY



HONESTY



RESPECT



ACHIEVEMENT




WORKING TOGETHER

- Sales – In college, through the Facebook group, on a market stall
- Planning/Running Events – Events to be held Termly for demonstrations of products as well as at whole college events
- Second year learners to develop assertiveness and leadership skills in preparation for future employment by mentoring first years

### Impact – What difference is the retail curriculum making for learners?

- Through accessing the curriculum, learners will be encountering a real-life working environment weekly which will provide them opportunities to develop a range of personal skills:
  - Self-awareness, to develop a better understanding of themselves, allowing them to make informed choices and relate well to others. Self-awareness will provide learners with a foundation for enhancing their self-esteem, developing their identity and achieving personal wellbeing
  - Self-determination, to develop personal autonomy, self-efficacy and personal agency. It will help to boost hope, optimism, adaptability and resilience. Self-determination will empower learners to realise their aspirations and manage their careers
  - Self-assessment and improvement, to develop positive attitudes to learning as well as developing the skills of planning, review and reflection. Learners will have a better understanding what they have learned, what they need to learn next and how they learn best which will enable them to develop their potential
- The curriculum also aims to support learners to set up and run a business from home if they desire and the college will support them to transfer the skills learned through our curriculum into the home.

Curriculum Manager Review		Senior Management Review	
Curriculum Manager	Clare Connolly	Senior Manager	Jayne Price
Role	T&OM	Role	Vice Principal: Curriculum and Quality
Signature	C.Connolly	Signature	
Date	15/06/20	Date	19/06/20

	Term 1	Curriculum Events	Term 2	Curriculum Events	Term 3	Curriculum Events
<b>Key Themes &amp; Knowledge Acquisition</b>	<p><b>Running a business as a team under close observation/instruction</b></p> <ul style="list-style-type: none"> <li>Product Knowledge</li> <li>Operational Knowledge</li> <li>Learners understanding the purpose of the session</li> <li>Learning about the product supplier (Avon, Body Shop, Bubble &amp; Blow)</li> </ul> <p><b>Seasonal Marketing</b></p> <ul style="list-style-type: none"> <li>Market Research</li> <li>Advertising</li> <li>Merchandising</li> <li>Creating Seasonal Hampers - to sell on website</li> </ul>	<p><b>DT Themes to be Covered</b></p> <ul style="list-style-type: none"> <li>Reporting Concerns Online</li> <li>Using Social Media</li> </ul> <p><b>Seasonal Events for Marketing:</b></p> <ul style="list-style-type: none"> <li>Halloween</li> <li>International Men's Day</li> <li>Christmas</li> <li>Christmas Fair</li> </ul>	<p><b>Running a business as a team, completing parts of day to day tasks independently</b></p> <ul style="list-style-type: none"> <li>Product Knowledge</li> <li>Operational Knowledge</li> <li>Learners understanding the purpose of the session</li> <li>Retail Labour Market in different areas - How does this session prepare the learners for a job in retail</li> </ul> <p><b>Seasonal Marketing</b></p> <ul style="list-style-type: none"> <li>Market Research</li> <li>Advertising</li> <li>Merchandising</li> <li>Creating Seasonal Hampers - to sell on website</li> </ul>	<p><b>DT Themes to be Covered</b></p> <ul style="list-style-type: none"> <li>Sharing Personal Information</li> <li>Making friends online</li> </ul> <p><b>Seasonal Events for Marketing:</b></p> <ul style="list-style-type: none"> <li>LGBTQ+</li> <li>Valentine's Day</li> <li>Mother's Day/ International Women's Day</li> <li>Spring Fair</li> <li>Easter</li> </ul>	<p><b>Running a business as a team, with minimal support</b></p> <ul style="list-style-type: none"> <li>Product Knowledge</li> <li>Operational Knowledge</li> <li>Learners understanding the purpose of the session</li> <li>Applying for retail jobs</li> <li>Setting up self-run business at home (Avon, Body Shop, Bubble &amp; Blow)</li> </ul> <p><b>Seasonal Marketing</b></p> <ul style="list-style-type: none"> <li>Market Research</li> <li>Advertising</li> <li>Merchandising</li> <li>Creating Seasonal Hampers - to sell on website</li> </ul>	<p><b>DT Themes to be Covered</b></p> <ul style="list-style-type: none"> <li>Extremism &amp; Radicalisation Online</li> <li>Grooming Online</li> </ul> <p><b>Seasonal Events for Marketing:</b></p> <ul style="list-style-type: none"> <li>Father's Day</li> <li>Summer/ Holidays</li> <li>Dog Show</li> <li>Prom</li> </ul>

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>All – Core Skills</b>	<ul style="list-style-type: none"> <li>• Following instructions</li> <li>• Making simple choices from options presented</li> <li>• Using Microsoft Office Applications (Basic Functions)</li> <li>• Basic Communication/Social Skills</li> <li>• Planning Events under close observation/instruction</li> <li>• Identifying Likes/Dislikes</li> <li>• Continuing Professional Development</li> <li>• Self-Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Completing routine tasks independently</li> <li>• Weighing up options when making a choice</li> <li>• Using Microsoft Office Applications (Business Functions)</li> <li>• Communication/Social Skills to suit different situations (Formal/Informal)</li> <li>• Planning Events, making decisions about the events independently</li> <li>• Identifying strengths/areas for development</li> <li>• Continuing Professional Development</li> <li>• Self-Determination</li> </ul>	<ul style="list-style-type: none"> <li>• Using initiative</li> <li>• Making a range of choices independently</li> <li>• Using Microsoft Office Applications (Complex Functions)</li> <li>• Communicating/Socialising independently in a range of professional/social situations</li> <li>• Planning Events, as a team, supporting each other.</li> <li>• Self-assessment/Self review</li> <li>• Continuing Professional Development</li> <li>• Self-Assessment &amp; Improvement</li> </ul>
<b>Entry 3, Level 1 &amp; Level 2</b>	<ul style="list-style-type: none"> <li>• Stock checks/Stock control – Completing as a team under close instruction/observation</li> <li>• Marketing Techniques - Design Hampers from a set of criteria given (cost, profit, theme)</li> <li>• CPD – Educare Modules</li> <li>• One to Ones/Appraisals/Self Review</li> <li>• Market Research – Online Surveys sent via email</li> </ul>	<ul style="list-style-type: none"> <li>• Stock checks/Stock control – Completing as a team, with minimal support from staff &amp; supporting/mentoring other learners</li> <li>• Research Retail 'Labour Market Trends' in their own catchment areas.</li> <li>• Learn about the process of setting up their own business at home (Upfront cost/support required/support available) – Decisions to made on an individual basis.</li> <li>• CPD – Attending Webinars/Training Events</li> <li>• One to Ones/Appraisals/Self Review</li> <li>• Market Research – Online Surveys sent via email</li> </ul>	<ul style="list-style-type: none"> <li>• Stock checks/Stock control – Completing as a team, independently</li> <li>• Setting up a business at home – Tutor to support learners to set up business at home.</li> <li>• Applying for retail jobs (Paid/Voluntary) – Link with Wayfinder</li> <li>• CPD – Visits from representatives who run the business at home (Q&amp;A)</li> <li>• One to Ones/Appraisals/Self Review</li> <li>• Market Research – Online Surveys sent via email</li> </ul>

<p><b>Pre-Entry, Entry 1 &amp; Entry 2</b></p>	<ul style="list-style-type: none"> <li>• Stock checks/Stock control – Completing as a team under close instruction/observation. (Symbols/Tick lists)</li> <li>• Marketing Techniques– Design Hampers from set criteria given (colour, size, theme)</li> <li>• CPD – Symbolised/Simplified Nearpod versions of Educare Modules</li> <li>• One to Ones/Appraisals/Self Review (Simplified versions – talking mats/likes &amp; dislikes/what went well/what needs to improve)</li> <li>• Market Research – Face to Face/ Written Surveys at college/at the market.</li> <li>• Merchandising stock/products according to seasonal events</li> </ul>	<ul style="list-style-type: none"> <li>• Stock checks/Stock control – Completing as a team, with support from other learners. (Symbols/Tick lists)</li> <li>• Research jobs available in retail in their own catchment areas.</li> <li>• Learn about the process of setting up their own business at home (Upfront cost/support required/support available) – Decisions to be made on an individual basis.</li> <li>• CPD – Symbolised/Simplified Nearpod versions of Webinars</li> <li>• One to Ones/Appraisals/Self Review (Simplified versions – talking mats/likes &amp; dislikes/what went well/what needs to improve)</li> <li>• Market Research – Face to Face/ Written Surveys at college/at the market.</li> </ul>	<ul style="list-style-type: none"> <li>• Stock checks/Stock control – Completing as a team, with support from other learners. (Symbols/Tick lists)</li> <li>• Setting up a business at home – Tutor to support learners to set up business at home – Working with parents, to help them understand the business so that they can support the learners with this after college.</li> <li>• Applying for retail jobs (Voluntary/ Supported Voluntary) – Link with Wayfinder/Parents</li> <li>• CPD – Visits from representatives who run the business at home (Q&amp;A)- Simplified/Symbolised Information to be given afterwards</li> <li>• One to Ones/Appraisals/Self Review (Simplified versions – talking mats/likes &amp; dislikes/what went well/what needs to improve)</li> <li>• Market Research – Face to Face/ Written Surveys at college/at the market</li> </ul>
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<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• <b>Money/Budgeting</b> - Keeping track of Profit/Cost/Sales, Pricing, Ordering etc, Sales targets, Price Comparisons</li> <li>• <b>Calculation</b> – Calculating Profit/Cost/Sales, calculating percentages/fractions when offering customer specials</li> <li>• <b>Statistics/Data</b> – Tables/Graphs/Charts - Surveys/Trends/Sales Data</li> <li>• <b>Measure/Shape/Space</b> - Product Amounts/Product Descriptions/Product Comparisons</li> <li>• <b>Time/Dates (Days/Weeks/Months)</b> - Following calendar for order completion/Working to deadlines</li> <li>• <b>Supply/Demand</b> – Ensuring we have enough stock for demand</li> <li>• <b>Fractions/Percentages</b> – Working out profit differences each half term/Working out money off when we have offers on.</li> <li>• <b>Data Handling</b> – Creating and carrying out surveys and presenting results/Sales trends/Checking off orders</li> <li>• <b>Graphs/Charts/Tables</b> – Using different methods to present data</li> </ul>
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<b>English</b>	<ul style="list-style-type: none"><li>• <b>Speaking and Listening</b><ul style="list-style-type: none"><li>- Formal/Informal communication</li><li>- Group discussions about plans/Team meetings</li><li>- Sales pitches/Up selling/Language/Techniques</li><li>- Use of different types of language in different situations</li><li>- Clear communication within a team</li><li>- Customer Liaison</li><li>- Compliments/Complaints</li></ul></li> <li>• <b>Reading</b><ul style="list-style-type: none"><li>- Understanding orders</li><li>- Reading/learning about products before advertising</li><li>- Emails</li><li>- Checking orders before ordering</li><li>- Compliments/Complaints</li></ul></li> <li>• <b>Writing</b><ul style="list-style-type: none"><li>- Advertising products</li><li>- Writing for different purposes – advertising/describing/customer liaisons/product reviews</li><li>- Covering sentence structure, purpose of texts, spelling, grammar, punctuation etc.</li><li>- Compliments/Complaints</li><li>- Writing product reviews</li></ul></li></ul>
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ICT	<ul style="list-style-type: none"> <li>• <b>Using different types of digital technology</b> - Computer/Phone/Internet/Camera/iPads – all used in day to day running of business</li> <li>• <b>Presentation of Documents</b> - Formatting documents for advertisement – Sticking to guidelines for all documents produced to ensure consistent formatting</li> <li>• <b>Social Media/Internet Safety</b> - To be covered through use of Facebook Daily, Learners to moderate comments etc.</li> <li>• <b>Online Forms/Online Shopping</b> - Through ordering of products online</li> <li>• <b>Internet Research</b> – to research different topics outlined on schemes of work</li> <li>• <b>E-mailing/ICT Based Communication</b> - Sending responses to requests/sending surveys/responding to customer queries/moderating Facebook advertising page</li> <li>• <b>Advertising</b> – Creating advertisement materials using online templates and downloading material from the Avon website</li> <li>• <b>Microsoft Office</b> – Using different applications for different purposes – stock checks/budgeting and finances/advertising/ICT based communication/presenting data</li> <li>• <b>Online Assessments</b> – Use of interactive screen - Kahoot! / Nearpod</li> <li>• <b>Spreadsheets</b> – Used for keeping check of money and stock/Presenting data on graphs and charts</li> <li>• <b>CPD</b> – Educare/Webinars/Online classes/Independent research</li> </ul>
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PSD & BV	<ul style="list-style-type: none"> <li>• <b>Teamwork</b> – Group discussion, making decisions as a group,</li> <li>• <b>Peer Support</b> - Learners working in teams supporting each other to complete work at different levels</li> <li>• <b>Working to a set of standards</b> – Ensuring quality guidelines are met</li> <li>• <b>Continuing Professional Development</b> - Self review &amp; planning their own development through engaging in appraisal meetings termly</li> <li>• <b>Roles &amp; Responsibilities</b> – Understanding how one affects the other</li> <li>• <b>Problem Solving</b> – Overcoming issues as a team</li> <li>• <b>Discussing/Debating relevant topics</b> – Animal testing/Fairtrade/Charities</li> <li>• <b>Learner led tasks</b> – Learners increasingly leading tasks within sessions throughout the year</li> <li>• <b>Competition</b> – Learners competing within different strands of the business</li> <li>• <b>Planning Collaboratively</b> – Learners working with different groups from other business strands to make decisions about the business strategy and approaches to events.</li> </ul>
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