



VIEW Support Material
www.countec.org/view

VIEW Retail
Curriculum Guide

A short guide to using the VIEW application with students
in support of the GCSE for Applied Business

Introduction

VIEW is an ICT based application that provides a young person with access to the workplace. It is designed as an accessibility tool and therefore needs the support of good planning and teacher involvement in the same way as any real visit to a workplace.

VIEW provides a means to;

- move around the workplace through a network of 360 degree panoramic images,
- examine evidence as images, series of images, documents, audio interviews and short videos.

Each VIEW is made up of a series of 'nodes' at strategic points around the workplace. Each node is a 360 degree panoramic image or rotary and they are joined so that the student can move from node to node. Most VIEWS will have more than 40 connected nodes through which the student can tour the workplace and view the surrounding scene.

As the student looks around, through a rotary image, they may find hot spots which, when clicked, will allow them to;

- Look more closely at an image,
- Look at a series of images that represent a process or further examples,
- Look closely at a document, diagram, poster etc,
- Interview an employee and listen to audio responses,
- Watch short pieces of video.

The rotary images and all other evidence are accompanied by a narrative offering further information, guidance and some research data.

A map helps the student work out their relative position in the workplace.

Some points in the tour have web references and if the student's PC is connected to the web, their browser will link to the website described.

The VIEW application should not be rushed. Like a real visit it requires the student to plan their exploration, looking around them carefully, noting details and building their own 'map' to help them locate materials easily, again and again.

Exploration is a key characteristic of VIEW. There are some clues to help students locate evidence but in many cases the young person must explore and find material themselves. This develops enquiry and problem solving skills which will help them when they visit a real workplace. Evidence is located where it is really found and not in 'topics' like chapters in a book. VIEW is a real look at a real working environment with all the strengths and weaknesses you would find if you visited that place for real!

This curriculum guide should be used in conjunction with the VIEW Retail Application - House of Fraser Oxford Street.

Introduction

The GCSE in Applied Business is designed to help students develop an understanding of the world at work. The retail industry is growing rapidly and is providing more and more employment opportunities for young people at all levels.

Young people studying the GCSE's in Applied subjects should be exposed to real working environments and real business problems and solutions. This can cause problems as both schools and employers are busy and it can be difficult to provide an adequate range of work experiences for all students. The VIEW project aims to address this problem by allowing students to access real working environments through the use of ICT.

The VIEW Retail Application aims to introduce students to a virtual reality workplace and to encourage them to investigate business and retail at House of Fraser, Oxford Street. Students will experience the content of the study programme and be able to relate what they are learning to the 'real' experience of working in the retail industry.

It is important that teachers use the VIEW Application as a tool to help deliver the GCSE in a vocational context. It is also important to focus on 'teaching and learning', as well as assessment.

This guide has been written to support teachers linking the content of the VIEW Retail Application to the unit specification.

The three units that make up the GCSE in Applied Business are:

Investigating Business

Content

- Aims and Objectives
- Business Activity and location
- Functional areas within the business

- The use of IT
- Business Communications
- External influences
- Business competitors
- Economic conditions
- Environmental constraints

People and Business

Content

- Stakeholders
- Investigating job roles
- Rights and responsibilities of employers and employees
- Working arrangements
- Recruitment and training
- Customer Service

Business Finance

Content

- Investigating the flow of financial documents
- Methods of making and receiving payments
- Cash flow forecasts
- Using a budget
- Profit and loss/balance sheets
- Financial planning

Ten ideas using the VIEW Retail Application

There are a number of ways that the VIEW Application could be used to support delivery of the GCSE in Applied Business.

1. Used as a fun activity

Facilitating the use of the VIEW Retail Application to introduce students to the work of House of Fraser. Students

can work individually or in groups to investigate the VIEW Retail Application and research information. This can be supported using:

- Quizzes
- Questions and answers
- Targeted investigation – specific areas divided between groups

2. Used to support teaching and learning of one particular unit, focusing on the specific content of the specification.

EXAMPLE: focus on customer service

Using the CD to look at all aspects, asking the questions?

Who are the customers?
What are their needs?
Who are the internal customers?
Who are the external customers?
What are the benefits of good customer service to House of Fraser?
What are the results of poor customer service?
How do staff communicate with customers?
What are the examples of record keeping on the CD?
Can you spot any sales techniques being used?

3. Used as the focus for a visit.

Researching specific aspects of the VIEW Retail Application prior to a visit to House of Fraser or another retail shop. This would help students to develop the skills of compare and contrast.

4. Used as a teaching resource, where the teacher takes the students on a tour of the store with specific focal areas.

This can be used in a number of ways to:

- Develop understanding of specific areas
- Aid understanding of specific pieces of information
- Support other study areas
- Look at specific areas of the store
- Support students with different learning needs
- Support students where access to IT for all is an issue
- To encourage discussion work
- To keep students focused on tasks

5. Used as an induction tool.

When students first embark on a vocational programme it is difficult for them to think about and to develop the skills required to research information. The VIEW Retail Application can be used to introduce students to a range of teaching and learning styles and to get them to investigate a company.

Teachers could develop activities such as:

- Quizzes
- Questions and answers
- Group activities to help promote team working
- Short exercises – role play, discussion
- Presentation work

6. Used as part of an overall scheme of work.

The VIEW Retail Application may be introduced at different times during the school year to support different parts of the specification.

7. Used to support the development of skills, improving communication, working with others and improving own learning.

If students are to progress to other vocational programmes, it is useful to start to encourage development of research and study skills. The VIEW Retail Application supports the development of all skills and encourages positive use of IT.

8. Used to support careers.

Students can identify jobs at all levels in the VIEW Retail Application and they can match their skills against the skills and experience of different employees in retail. Teachers can develop exercises that look at different routes through to employment in the industry.

EXAMPLE:

Look at the VIEW Retail Application and pick out three jobs:

- One that you could do when you leave school,
- One you might like to do in five years time,
- One you might like to do in ten years time.

What skills, qualifications and skills do you think you will need for these jobs?

9. Used as an introduction to the use of resources.

Giving different groups different VIEWS, different websites to investigate, different texts, trade magazines etc. Students can evaluate the resources and look at how they would use the different kinds of resources for different aspects of the course.

10. Used in staff development.

The teaching staff could use the VIEW Retail Application to investigate how it can be best used in the classroom and also to update their own experience. It is good for staff to take some time to look at the resources available and see what best fits their teaching styles and the needs of their students.

How the GCSE Applied Business units relate to the VIEW Retail Application at the House of Fraser.

There is so much useful information on the VIEW Retail Application that teachers will need to prepare carefully to make sure that they take full advantage of the resource and how it can be related to their teaching topic.

There is information on the VIEW Retail Application to support teaching and learning of all three units. It is important that teachers use the VIEW Retail Application to support the 'What you need to learn' part of the specification.

The VIEW Retail Application is not seen solely as an assessment tool.

Unit One: Investigating Business

Unit One introduces students to business.

Students can investigate retail business through a virtual visit to the House of Fraser.

The 'What you need to learn' section of the unit lists all the topics which students need to investigate and understand.

The following gives some of the headings that are found in the Unit One specification and gives some examples found on the VIEW Retail Application that relate to these headings. It is not an exhaustive list but should provide a starting point.

Examples of how the House of Fraser relates to the Unit One specification.

These are only examples – this is not a definitive list.

Organisation's activities

Travelling around the seven floors provides an in-sight into the merchandise.

The customer service and additional extras that HoF offers such as the Personal Shopper, hairdressing etc.

The buying role and production process for Therapy garments.

Marketing and advertising activities.

Interview with General Manager – Peter

Aims and Objectives

The Annual Report in the office on the 6th floor

The Mission Statement in the Induction booklet in the office on the 6th floor
The website for House of Fraser
Many interviewees refer to these in their interviews

Organisational Functional Areas

Human Resources

Interview with Human Resource Advisor – Gavin

Job descriptions and specifications found in the office on the 6th floor

Human Resource documents e.g. application pack and appraisal form.

These can be found in the office on the 6th floor and/or the Customer Service department.

The clips of induction training found around the store.

Finance

The Annual Report in the office on the 6th floor

Interview with Business Support Manager – Heather in the Business Support Office through the Customer Service department
Administration and IT

Business Support Area and Customer Service department

EPOS sequence on the ground floor

The HoF IT centre in Swindon which can be accessed from the Business Support Office

Operations

Interview with General manager – Peter
Interview with Replenishment Manager – Sally

Interview with Gaggia representative – James

Organisation charts – there is one to fill

in included in the induction booklet

Sales and Marketing

Interview with Marketing Manager from Head Office – Maureen. You can find her on the First Floor

Interview with Design and Trend Co-ordinator – Russell. You will find him in Therapy on the lower ground floor

Interview with Assistant Buyer – Julie. She is in Therapy.

Interview with the Director of Retail Sales – Richard. You will find him on the first floor.

Interview with Visual Manager – Tamara. You will find her in the Visual Merchandising area in the 6th floor offices.

Interviews with Sales Consultants – Claudia, Jay, Michael, Mutsa and Vlada.

Customer Service

Training sessions and programmes around the store. See especially the EPOS sequence in perfumery on the ground floor, found after 'selling a product'.

Credit facilities in the Customer Service Office

Refund and after-sales policies

Security information

Interview with the Personal Shopping Manager – Robert on the second floor

Staff documents on pay and conditions

Research and development

Interview with Regional Sales Director – Richard.

The HoF IT centre in Swindon which can be accessed from the Business Support Office through the Customer Service Department on the 5th floor.

Internal and External Communication

Internal marketing documents for staff and potential staff e.g. job vacancies

External marketing documents for customers e.g. information on the Recognition card

Signage around the store

The intranet for staff

The website www.hof.co.uk

Various 'flash' meetings referred to in interviews (see General Manager's interview – Peter)

Figures and reports such as The Annual Report

The link to HoF IT centre in Swindon

The induction and other training carried out throughout the store

Ownership

The Annual Report

The website

Ownership is also referred to in the narrative

Impact of location

Interview with The Replenishment Manager – Sally. You will find her on the Ground Floor

Interview with The General Manager – Peter

Interview with Regional Sales Director – Richard

Look at maps to see where all the House of Fraser stores are. In particular look at tube and street maps of London to see the significance of Oxford Street. Look at the narrative particularly near the entrance

Discuss the impact IT may have on the relative importance of geographical location in the future as opposed to where goods are sold

Market Competition

Discuss the other large department stores along Oxford Street
Dickins and Jones on Regent Street (just around the corner) is also a House of Fraser store.

Look at economic indicators and interest rates as a whole
Non-internet selling compared with other retailers

Some questions that students might ask of House of Fraser

Unit one

Most of the answers to the following questions are found on the VIEW Retail Application and relate directly to the unit specification.

Some of the questions are generic and will be the result of an understanding by the student, based on initial teaching of the unit.

Business Activities

What are the business activities that House of Fraser undertakes?

Who owns the business?

What are the main aims and objectives?

Discussion point:

Why is a House of Fraser store based in Oxford Street? How do customers get to it? Compare the customer types with your local retail area.

Functional Areas within the business

Go through each of the functional areas found in most businesses – human resources, finance, administration and IT support, operations, marketing and sales, customer service and research and development and find out what you can about them in House of Fraser.

Discussion point:

What are the purposes of each of these functional areas and how do they relate and rely on one another?

The Use of IT.

How does House of Fraser use IT with its staff?

How does House of Fraser use IT when it is communicating with customers?

To what extent does House of Fraser use IT when communicating with suppliers?

Discussion point:

How do you think IT will affect the retail business over the next few years?

Business Communication.

What are the main methods of communication that head office House of Fraser uses to communicate with staff?

What are the main methods of communication that senior managers within Oxford Street House of Fraser use to communicate with staff?

What are the methods used by

House of Fraser to communicate with customers, shareholders and the media?

Discussion point:

House of Fraser is a multi-site organisation. What methods of communication can you see businesses developing over the next few years to overcome problems communicating across multi sites?

External influences and business competitors.

Who do you think are House of Fraser's main competitors?

What are the likely effects of interest rises on the retail trade?

Choose two government initiatives and describe how they impact on House of Fraser's business. This could be new laws such as those covering disabled access or environmental initiatives.

Discussion point:

Do you think House of Fraser's competitors are UK based?

Do you think House of Fraser is competing with other retailers for our money?

Employment opportunities

From the VIEW Retail Application, list as many employees as you can and describe what they do, (you will find job descriptions, interviews and application forms).

If you could choose a job at House of

Fraser what would it be?

What skills and experience do you think you would need?

What would be the advantages of working in retail?

What would be the disadvantages of working in retail?

DISCUSSION POINT:

How do you think the working environment in retail compares and contrasts with construction, manufacturing and/or an airport?

Unit Two: People & Business

Unit Two introduces students to the people involved with businesses.

Students can investigate the various people involved in retail business through a virtual visit to the House of Fraser VIEW Retail Application.

The 'What you need to learn' section of the unit lists all the topics which students need to investigate and understand.

The following gives some of the headings that are found in the Unit Two specification and gives some examples found on the VIEW Retail Application that relate to these headings. It is not an exhaustive list but should provide a starting point.

Examples of how the House of Fraser VIEW Retail Application relates to the Unit Two specifications.

These are only examples, this is not a definitive list.

Role of the main stakeholders

Customers – advertising to them, data collection from Recognition Card,
Employees – recruitment information, training,
Owners and shareholders – The Annual Report,
The local community – look around at the narrative at the beginning of the VIEW Retail Application,
The Government – Disability Discrimination Act, Environmental policies, Personnel policies,
Pressure groups – Oxford Street Traders, British Retail Consortium,
Suppliers – Interview with Assistant

Buyer – Julie, Interview with Merchandiser – Louise,
Financiers – Narrative on ground floor near entrance talks about ownership of House of Fraser, Annual Report.

Quality of Customer Service

Induction training video,
Training sequence in the perfumery department on the ground floor near the lifts,
Training leaflets,
Interview with the Personal Shopper Manager – Robert,
Sales Consultant interviews throughout the store,
Recognition card benefits,
Credit Agreement benefits and refund policy,
After care policy.

Job Roles and Working Arrangements

All the interviewees,
Job descriptions and specifications,
Human Resource Advisor interview – Gavin. You can find Gavin on the 6th floor in the office.

Employee Recruitment and Training

All recruitment documentation – this can be found on the 5th floor in the Customer Service department and also in the offices on the 6th floor,
Clips of the induction training around the store,
Training leaflets and intranet found around the store. Check the staircase on the way up to the offices on the 6th floor.

Employer/ee rights and responsibilities and procedures for addressing industrial disputes. Health and Safety issues.

Interview with The Human Resource Advisor – Gavin,
Interview with the General Manager – Peter,,
The Induction Booklet found in the office on the 6th floor.

Some questions that students might ask of House of Fraser

Unit two

Most of the answers to the following questions are found on the VIEW Retail Application and relate directly to the unit specification.

Some of the questions are generic and will be the result of an understanding by the student, based on initial teaching of the unit.

Role of the main stakeholders.

House of Fraser Oxford Street is different from most high street stores. Who do you think are the different types of customers that the store attracts?

Name three government initiatives that have an impact on House of Fraser.

Discussion point:

Why is the production of an Annual Report so important to House of Fraser?

Quality of Customer Service

Find three examples of what you consider to be good examples of customer care.

Why is good customer care so important to House of Fraser?

Discussion point:

When you go into a large shop you haven't visited before, what makes you feel good about a shop and what makes you walk out?
(Really trying to recognise the fact that signage, lighting, initial introduction are all important.)

Job roles and working arrangements.

Can you find five job specifications for a variety of different roles?

Interview Gavin the Human Resource Advisor and describe the variety of different working arrangements people can have when they work in House of Fraser.

What benefits do you get when you work with House of Fraser?

How are the pay scales arranged?

Discussion point:

Why do retail outlets normally have staff working different types of hours – e.g. they have full-time, part-time, weekend only staff. Why do they have such flexible arrangements when it can be an administrative problem?

Employee Recruitment and Training

If you were a Supervisor in Therapy looking for a new member of staff, what skills and experience would you be looking for from applicants?

If you were a Supervisor in Mens' Formalwear what skills and experience would you be looking for from prospective employees and how would this differ from Therapy?

Look at the application pack that House of Fraser gives to prospective applicants and comment on how useful you think it is. You will find it in the Customer Service Office on the 5th floor. Does the pack provide all the information you would want? What else would you include in it?

Discussion point:

Look at the variety of different ways that House of Fraser trains its staff and evaluate which methods are the most effective. What are the advantages of face-to-face group training and what are the advantages of e-training?

Employee/er rights, responsibilities and procedures for addressing industrial disputes. Health and safety procedures.

Look at the Induction booklet which you will find in the 6th floor offices. What are the main health and safety procedures that organisations have to ensure employees adhere to?

What is the Trade Union that represents retail workers?

Discussion point:

What sorts of information should be included on a contract of employment to ensure all parties know what is expected of them? Compare the information you feel should be included with some contracts of employment you may have gathered from local employers.

Unit Three: Business Finance

This is the externally assessed unit which relies heavily on showing knowledge and understanding learnt about Business Finance rather than applying the knowledge or carrying out investigations.

The Annual Report that can be found in the office on the 6th floor shows the way businesses use balance sheets and profit and loss accounts.

Clues

Some clues to help you find evidence in the store.

- **Ground floor outside.**

Mission statement
Competition
Location Environment

- **Ground Floor inside.**

Activities
Demonstration of sales techniques and customer service – use of IT
Personnel info
Concessions and franchise agreements
Loading bay – location and environment.
Interview with Mutsa – cosmetics lady
Interview with Sally – Replenishment Manager

- **First Floor**

Mission statement
Sales and Marketing
External influences
Interview with Peter Doherty
Interview with Richard Waymant
Interview with Michael – Menswear Assistant

- **Second Floor**

Concession information
Communication methods
HoF magazine
Sales and Marketing
Interview with Suzie Skillsmart
Interview with Robert Personal shopper
Interview with Claudia – Lingerie Assistant

- **Third Floor**

External influences – Disabled Act
Marketing Information
Brand Attitude Reports –
Communication from HO
Signage – communication

Personnel information

Interview with Vlada – Department Manager Platinum

Interview with Maureen - Marketing

- **Fourth Floor**

James' interview
Merchandisers bathroom displays

- **Fifth Floor**

Change hundreds of years!
Customer Service department
External influences
Credit
IT info
Heather's interview
Communication methods

- **Sixth Floor**

Personnel interview
Job descriptions/Job specifications
Training
Finance information
Benefits
Induction booklet
Merchandiser's area
Interview with Gavin HR Advisor
Interview with Tamara Visual Merchandiser Manager.

- **Therapy Floor**

Health and Safety regulations

Interview with Jay – sales assistant
Interview with Colin - Maintenance
Interview with Julie - Buyer
Interview with Russell – Designer
Interview with Louise - Merchandiser