ReSeCo

RETAIL SECTOR COMPETENCIES

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Teaching beyond the prescribed curriculum: limited possibilities in English vocational education?

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Introduction

This paper draws on the findings from empirical research conducted as part of a European project on retail vocational education and training. The project was funded by the European Commission and it aimed to enhance the personal and social competencies of young people in the retail sector. The project involved partners from Germany, Italy, Poland and the UK and a central feature of the project was the implementation of teaching materials that were originally devised for the German retail vocational education. This paper highlights the experiences of implementation and evaluation of these teaching materials in four further education colleges in England. It was found that despite recognising the benefits of teaching these materials, the college managers and teachers were challenged in incorporating these materials into their classroom teaching. It is argued that the prescribed and assessment-led curriculum combined with the restricted learning hours limit the possibilities of teaching any new content in English vocational education. However, it is also illustrated that the teachers and college managers use their 'professionalism' in multiple ways to contribute towards the learning and development needs of the students. The paper also critically evaluates the purpose and the perceived benefits of the short term vocational education programmes in retail vocational education in England.

Teacher professionalism

The notion of professionalism of teachers in further education is much debated and contested, and it has for long been a subject of interest and attention amongst researchers and commentators. A number of attempts have been made to conceptualise teacher professionalism since 'new managerialism' became topical in the 1990s (Shain and Gleeson, 1996).

Since the incorporation of colleges in 1992, changes in the structure and management of the FE sector have been explained through of 'new managerialism' that has an explicit focus on efficiency gains (Randle and Brady, 1997). The achievement of these gains implied that the control over the ideas and design of academic work is taken away from the teachers and granted to specialist managers or external agencies (Randle and Brady, 1997). Knowledge, autonomy and responsibility are three key inter-related aspects of professionalism and whilst professionals need specialised knowledge, autonomy is crucial for their ability to make their own judgement to apply that knowledge (Furlong et al 2000). It is by virtue of this autonomy that the teachers can exercise a degree of independence to develop a personal pedagogy which is linked to their professional values and culture (Hoyle and John, 1995).

Thus, it is argued that teachers are not merely carriers and implementers of standards imposed from the outside. Teaching and learning is better viewed within the complex socio-cultural settings and teachers as well as learners play a crucial role in constructing the curriculum (Gleeson, 2005). Bernstein (2006) conceptualised an 'official recontextualising field' which comes from the government and its agencies, and the 'pedagogical recontextualising field' which is located within the educational institutions. The power and control are exercised within these two fields and the knowledge is reconceptualised within these fields (Bernstein, 2006).

In their work on vocational education teachers, Robson et al (2004) studied the teachers' perceptions about their roles and their ability to prepare their learners for employment. Robson et al (2004) pointed out that teachers of vocational subjects exercise their professionalism in 'adding value' or 'going beyond' the specified curriculum in a variety of ways, for instance, they add fundamental content through 'more theory or 'depth, or personal or key skills or provide more practice' (p. 189). Clow (2001) refers to 'holistic professionalism' which has an emphasis on the teacher's commitment to work in the best interest of students and to have a completely inclusive view of the students and their needs. In their study on FE teachers, Elliott and Crossley (1997) found that teachers were more committed to meeting the needs of the students rather than the institutional needs.

Background to the project

The Retail Sector Competencies (ReSeCo) project was a cross-national project funded by the European Commission. The duration of the project was two years and it was completed in September 2013. The project was led by the German partners and it involved collaboration from Italy, Poland and the UK. The project required implementation of the teaching materials focussed on the four competencies, namely, 'team competency', 'dealing with criticism', 'time management', and 'self-evaluation of strengths and weaknesses'. The project required that these standardised teaching materials were taught in at least three institutions in each of the participating countries.

The project required the teaching materials to be delivered to students pursuing retail vocational education. Four colleges took part in the implementation stage of the project, which required the colleges to deliver the teaching materials on their retail courses. These colleges were geographically dispersed and each college implemented the materials on different types of retail vocational courses. The teaching materials were taught predominantly on short pre-employment courses that are preparatory courses to help unemployed people to gain employment.

This paper draws upon in-depth interviews with five tutors at the participating colleges. The tutors taught one or more of the teaching units. One of the tutors taught all the four teaching units whilst the teaching was split between two tutors at one of the participating colleges. The details of the colleges that took part in the project and the programmes of study where these materials were taught are outlined as under:

College A was a London-based college that had a limited retail provision. The teaching materials were delivered to students pursuing a BTEC Retail Level 1 award-combined with ESOL (English Language course). The duration of the course was four months and after the successful completion of the course, students could earn a Retail award as well as an OCR (Oxford Cambridge and RSA) qualification in English- Reading, Writing, Speaking and Listening. As part of the course, retail and English classes were delivered in parallel so that retail could be taught for two days and English for one day every week. The students on the course had high English language needs and required notable levels of support with their English.

The course generally attracted migrants from overseas and the students were described to be mostly adults between the age group 25 to 45. The average class size was of 10 students. The course was designed as a part time course because a majority of the students were described to be on income related government support and benefits, which implied that the students could not study for more than 15 hours every week.

College B was located in the English midlands and it was an established provider of retail education in the region. The college was part of the National Skills Academy in Retail and also provided apprenticeships in retail, together with a range of other full-time and part-time short term and longer term courses. The College incorporated the teaching materials on two different courses. One

of these was a course titled as a Sector Based Work Academy programme, which involved the local City Council. The local City Council had approached the college because the council wanted to recruit 20 apprentices. The course was highlighted to be similar to a pre-apprenticeship programme.

As part of this Sector Based Work Academy programme, students were preparing for a Work Skills Qualification which was focussed on preparing students (who were noted to be claimants of Job Seekers Allowance) to get 'ready for work' and developing their employability skills. The successful completion of the course secured a 'guaranteed interview' for the student. The duration of the programme was five weeks on a full-time basis. The class size was 18 students and students were described to be young learners between the age group of 18-24.

College B also implemented the teaching material as part of a pre-employment course in Retail. This BTEC Level 1 course was geared towards providing a basic understanding of retail knowledge to the students. The students on the course were unemployed people and the tutor believed that the students were keen to secure employment in retail. It was a 3 week intensive course and the students were either referred by the job centre or they joined themselves to gain some basic understanding of retail and to gather some confidence to apply for jobs. The class size was 5 students and the age range was 19-45. The course was part-time and required an average commitment of 16 hours per week from the students.

College C was situated in Northern England and it was also a well-known provider of retail education in the local area. The college offered a number of apprenticeships in retail at Level 2/3 through the Skills Shop. The teaching materials were taught to students pursuing a pre-employment course combined with Level 2 of the Technical Certificate in retail. The students were noted to be benefit claimants and they were directed from the Job Centre to study the course.

The duration of the course was six weeks, of which the first 3 weeks was a pre-employment course, and the latter 3 weeks were dedicated to the completion of the technical certificate in retail, a level 2 qualification offered by the City and Guilds. The seventh week of work placement and studying an additional unit on planning for progression enabled the students to secure an Award in Employability and Personal Development from City and Guilds. The students were between 17 and 25 years of age

College D was based in Southern England and it was also a recognised provider of retail vocational education. The college offered classroom based courses as well as apprenticeships in retail. The teaching materials were piloted with two groups in the college, namely, Level 2 and Level 3 Fashion Retail students. They were both full time courses, and level 2 students were between 16 and 19 years of age, whereas level 3 students were in the 17-22 age group.

A majority of Level 3 students in fashion retail were employed in the retail sector. Most of them had managed to secure jobs after they had started their course. There were 9 students in the Level 2 group and 10 students in the Level 3 group. The presence of the college in an attractive shopping centre was inspirational for students to secure jobs whilst they were studying.

Significance of personal and social competencies in retail

All the tutors who took part in the study rated the personal and social competencies to be vital for employment in the retail sector. They argued that such competencies are extremely valuable in retail because the roles require people to work collaboratively in a team and to liaise with customers. Owing to the nature of the roles in retail which require high levels of interaction with the customers, all tutors perceived that effective communication was a vital component of preparing students for retail work.

> *Retail is about customer service. You can't do customer service without having communication skills…..The background is customer service, everything else revolves around being able to offer the right service. So, the social skills, the interpersonal skills, being able to work with each other, being able to communicate with colleagues and customers are essential. (Tutor 2, College B)*

The tutor at College A highlighted that communication skills were even more significant for her learners because they did not have the necessary language skills for working in the retail sector. She further highlighted that cultures and practices followed in the home countries of the migrants strongly influenced their personal and social skills. She emphasised this strongly in relation to time management competency.

> *If we did something on being late as part of time management…..depending on where they are coming from, it's not perceived as a bad thing. I mean you have turned up and you are here, why are you having a heart attack because I am two minutes late. What's your issue, why are you so stressed out?….so the way they would be viewed in the UK is very different to where you are coming from. (Tutor 1, College A)*

Tutor perceptions of retail education in England

Whilst all the interviewees felt that personal and social competencies are crucial for work in the retail sector, they also felt that these skills are not adequately embedded in the English curriculum. The tutors felt that embedding social skills in the curriculum is overlooked both at the school level as well as in vocational education. A tutor at College B pointed out that although the schools attempt to develop these skills, there are other external influences, such as unemployment or poverty that can negate the work done by the schools. In relation to the work done at the colleges, he emphasised that despite recognising the significance of embedding social and personal skills, colleges have other priorities that are deemed to be more important.

> *The difficulties can be sometimes that the focus is on achieving other targets and other objectives and I think that sometimes gets in the way of delivering what you want to deliver to the learners. There is assessment, there is targets, there is percentages, there is results…..the skills that you are trying to get through to the learners are kind of forgotten along the way sometimes. (Tutor 3, College B)*

Another respondent at College D perceived that vocational education was better than school education in terms of embedding some of these social and personal skills because these skills are essential for employment. He argued that owing to the work-related nature of these courses, students have to modify their behaviour in order to be able to secure and maintain their jobs.

As noted earlier, a majority of courses at the participating colleges were short courses focussed on preparing the students for employment in the retail sector. Another tutor at College B, who taught students on a preparatory course for employment, perceived that a possible lack of social and work skills amongst young people, combined with the competitiveness in obtaining retail jobs and the poor image of the retail industry makes it very challenging for young people to find work in retail. He highlighted that the job market in retail suffers from a bad reputation owing to the scarcity of jobs in retail, combined with the low pay which her argued has characterised retail work for some time in the UK.

These perceptions were mirrored in the comments provided by the tutor at the London based college. She commented that vocational education in England continues to be perceived as 'second

class'. More specifically, she commented that retail was historically 'the last remaining alternative' for those who had poor educational attainment.

> In the old days, if you did really badly at school and you got nothing, you could always work in Woolworths or you could work in your local retail store. So, it was a place where losers went to or people who couldn't make it. (Tutor 1, College A)

This was also reinforced by the views of the tutor at the College D (in the Northern England) who argued that jobs in retail suffer from a perception that they are 'not really seen as jobs'.

> One might have done it because the kids are now going to school, mum's got a shop job, aah, it's not really a job….a number of young people start up as a Saturday job, oh it's some income support whilst at university. They don't view it as a career, it's always been a stop gap. (Tutor 4, College C)

This tutor further argued that a majority of young people do not really know what retail is about. He pointed out from his experience of open events in schools that the students had a better understanding of other areas, such as, catering and travel and tourism, however, retail meant an 'ordinary shop window or stacking cans' and there was no understanding of concepts such as visual merchandising, for instance.

This perception of a lack of understanding of career choices in retail amongst students was shared by a tutor at the college in the Midlands (Tutor 2, College B). He too highlighted that a number of students choose to study retail without an understanding of their career choices, they are unable to make proper decisions about the sector they wish to work in and they drift into retail without necessarily wanting to develop a career in retail.

The lack of certainty or an aspiration to build a career in retail was common to students on a majority of the courses that were included in the project. Whilst the tutor at college A enforced that her students were really not keen to develop a career in retail. They were using the four month course as a 'stop gap' qualification to either obtain an English qualification whilst they learn the language or simply as a stepping stone for other qualifications. She felt that these migrants were sometimes high achievers from their home countries and they wanted to work in retail till they realised their 'real career goals'.

Likewise, students on pre-employment courses at the College D and those on the Sector Based Work Academy course at College B were noted to have low aspirations and they were sometimes pursuing these courses because they had to meet the criteria for their continuing benefits. The tutor at College D argued that some of his students had probably completed similar pre-employment courses in the past.

All the respondents shared that there is an overall lack of courses available in retail. They felt that retail education was developed relatively recently in England and it is still in its developmental stages. Three of the four colleges that took part in the study were reported to be keen to expand their retail provision and retail was a developing area within these institutions. One of the tutors further added that not only are there fewer courses, the courses in retail do not accurately reflect the changing needs of the retail sector.

> The NVQs, they get revamped every once in a while, it's still not keeping pace with retail. I mean retail has dramatically changed…it's more online, but there is nothing for online retail in the NVQ units, there is nothing in the classroom….you know the high street, it hasn't got the same future as it had in the past. (Tutor 2, College B)

In addition to the poor perceptions and lack of understanding of courses and careers in retail, this situation was believed to be exacerbated because of the employer perceptions of retail education. All the respondents perceived that retail is not a subject that can be taught purely in a classroom, and that the workplace component was essential for retail. Tutors argued that both workplace and classroom learning were important for retail education.

However, classroom learning was believed to be less welcomed by employers. One of the tutors (Tutor 3, College B) who had considerable experience of having worked in the retail sector felt that most employers believe that retail cannot be taught in a classroom. He argued that traditionally after securing a job in retail, employees used to stay in retail for a long time, and people developed on the jobs rather than through receiving education externally. He argued that such tradition remains alive in that the businesses develop their own training, and there is not much of formal education in retail externally.

These views were shared by the tutor from College C. He too perceived that employers in retail do not value qualifications and they find assessors in the workplace as an 'unnecessary inconvenience'. However, he further argued that some employers placed some value on qualifications, and it varied from one company to the other.

> It all depends on the key persons in the companies, if somebody is into training and development, it will happen, if somebody is not, it won't happen. The same with the store level, if the manager is into progressing their staff and making them trainable, giving them qualifications, it will happen, if they don't, it will never happen. (Tutor 4, College C)

However, tutors also held positive views in relation to retail education. Whilst the tutor at College A agreed that employers do not particularly value qualifications in retail, she was optimistic that retail qualifications will become more acceptable to employers over a period of time. She argued that when some of the vocational qualifications, such as, BTEC were first introduced, they were not accepted by employers and the broader society, however with the passage of time, they have become more recognised and acceptable.

It is notable that perceptions of the tutor at College D were slightly different from the other respondents. It must also be highlighted that unlike the courses offered at other colleges, this tutor delivered the teaching materials to full time Level 2 and Level 3 Fashion Retail students. She argued that her students were keen to develop careers in retail and some were even considering to study further, and specialise in areas, such as, visual merchandising and buying specialisms. A majority of these students were already in employment and the tutor confirmed that some of these students were pursuing the course because they had been advised by their employers to do so.

> After completing Level 3, a lot of them are going to the university to do a specific topic like buying or visual merchandising within the retail sector. Some are actually told to come here by their employers and they say if you complete this course, there is a VM position for you or there is another position. (Tutor 5, College D)

What teachers valued and what they did not

The teaching materials received mixed reviews from the tutors. As noted earlier, there were four different teaching units on the four competencies: team competency, dealing with criticism, time management, and self-evaluation of strengths and weaknesses. Some of the broader perceptions of the tutors about the content and learning methods used in these materials are highlighted in this section.

Some tutors commented that the materials were a useful resource and they were practically relevant for their learners. For instance, the tutor at College A taught three learning materials (except for team competency) and she found the materials very useful.

> *This stuff (from the time management unit) was funny, and it was real and it was practical because they could take the lessons away and use it in their life. (Tutor 1, College A)*

Another tutor from College C (who taught all four units) perceived that the self-evaluation materials were very useful and relevant for his learners. He confirmed that, in future, he would incorporate these materials in his teaching.

> *It turned out that (the material) was very good. Some of the stuff we would produce it again and I would build this into our programmes. The self-evaluation, I would use it again, and again, and again. (Tutor 4, College C)*

Likewise, another tutor from College D (who only taught team competency) felt that the units were relevant. She felt that the students benefited from the material. It enabled them to communicate effectively when working in a team.

> *Honestly, I thought it was going to be, I don't want to use the word babies, but I thought it was going to be slightly too young for both levels, if I am honest. But watching it, watching them do it, and develop, it was good for both groups. It really was, it made them think, it made them communicate. (Tutor 5, College D)*

Whilst this tutor at College D initially felt that the material did not seem to be relevant for the age group, it turned out to be fully appropriate. By contrast, tutors at College B and C felt that some of the materials were at a lower level and were not suitable for their learners. The tutor at College C felt that the exercises in 'Time Management' and 'Team Competency' were not taken seriously by his students, who believed that they were childish and 'school-like'. Tutor 2 at College B also experienced similar issues which he attributed to the materials being pitched too low for his students.

In addition to the lack of novelty in the materials, this tutors also criticised the materials for the use of inappropriate learning methods, such as, role plays. The tutor did not prefer the role plays, he felt that the video clips or streams were better to engage students. The tutor perceived that role plays are not suitable because his students were too self-conscious to take part in a role play, whereas he believed that the videos clips allow the sessions to be more interactive without making the students nervous about taking part in the role plays. These perceptions were shared by other tutors, such as, Tutor 4 from College C who experienced significant classroom management issues in incorporating role plays into his teaching. Tutors at College A, B and C preferred the use of video clips rather than role plays for their groups.

In addition to the inappropriateness of some of the learning tools such as role plays, the materials were also criticised for the use of theories that were perceived to be irrelevant for learning. The tutors at College B and C felt that theories used in some of the materials (dealing with criticism) were not appropriate because they did not 'really contribute' towards student learning.

> *I did get the theories but I just didn't know how the learners would see it, I didn't feel they will get anything out of it…..I didn't get the relevance of it to the students. If it was part of the retail make-up, part of their syllabus, then yes it will be there and we would already be delivering it. (Tutor 2, College B)*

It may be noted that while the theories were not welcomed by the tutor, however, he also acknowledged that he would have taught the theoretical content if it related to the course curriculum. Other tutors also highlighted the level of selectivity they had exercised whilst teaching these materials. The tutors described some of the challenges in incorporating these teaching materials into their teaching. These are outlined in the following section.

Limited possibilities in teaching materials that are beyond the prescribed curriculum

The tutors suggested that they had attempted to use the teaching materials where they fitted into their existing curriculum and teaching. The tutor at College D attempted to blend the unit 'self-evaluation of strengths and weaknesses' into one titled 'planning for progression' which he was required to teach as part of the curriculum. He felt that the students benefited from the material as well as it provided him a useful resource to teach this unit which was already part of the course that he was teaching.

Likewise, tutor 2 at College B taught a short course with few classroom hours. He selected 'team competency', which was already a topic to be covered in his course.

> *It (team competency) fits in very well with something I already did….because I have only got 9 days to get through the course and it is very intensive….we already talk about a number of things that you have in your schedule there. So, it fitted quite well. (Tutor 3, College B)*

Most tutors made references to the challenges in incorporating new teaching materials that did not relate to their existing curriculum. The tutors argued that they work towards a prescribed curriculum, which meant that the learning outcomes or criteria are prescribed by the awarding bodies. While the tutors asserted that they develop their own teaching materials, it is challenging to introduce other material which does not relate to the assessment. This creates time constraints for the tutors as there is little or no time to use teaching materials that do not relate to the prescribed curriculum.

> *It's just all too prescribed. We literally know what we are delivering and it has to follow a timetable that we have already got. So, to put anything afterwards can be very challenging. (Tutor 2, College B)*

In addition to fitting the units into their existing teaching, some tutors used sessions that were assigned for additional learning. For instance, Tutor 5 at College D used the sessions assigned for PLTS to teach team competency material , she felt it was easier to incorporate new materials during the personal development sessions and she felt that team competency was a relevant subject to teach as part of the personal skills development. Whereas Tutor 1 at College A used some of the sessions allocated for English language to incorporate the teaching materials. She managed to implement the materials in the sessions allocated for ESOL, which she felt was still relevant for the students because they were enhancing their understanding of retail alongside improving their English.

Despite these challenges in incorporating new teaching materials, most tutors suggested that retail was a developing area for their institutions and the senior management had a pro-active approach towards taking part in initiatives that provided additional resources for teaching. The tutor from College A confirmed that she would not have been able to take part in the project but she considered it because the management at the college had approached her to consider this request.

> *My boss was very keen to take part and they were very keen to support you in the research, it was very important for our college to take part in something like this and that message came down very strongly. They are very committed, very pro-active about supporting new learning*

and new initiatives, especially as this is an area where they are trying to grow, to grow the
subject of retail. (Tutor 1, College A)

The tutor at College D suggested that she could not have taken part in the project if her line manager had not consented to the participation in the project. She pointed out that the manager's involvement and consent was very important for taking part in such projects. She commented that if the project involvement was not initiated by her manager, she would probably not have been able to take part owing to the time constraints and teaching materials that did not relate to the assessments or to the curriculum.

Discussion

Teachers work under pressures of a controlled prescriptive curriculum. Managerialism is experienced to the extent that the teachers feel they have limited autonomy over the curriculum, manager's approval and consent was seen to be crucial for their involvement in the project, however, as Robson et al (2004) highlighted, teachers of vocational subjects do look for ways to 'add value' and go beyond the syllabus in particular ways. The teachers confirmed that they took part in the project and considered implementing new teaching materials because they were approached by their managers to do so.

Thus, whilst the teachers 'add value' and 'go beyond' the syllabus in certain ways, such as adapting and adding new materials from the project, they did not feel the use of theories were relevant and productive for their learners. This too is an instance of exercising their judgement for these relatively short courses but the assumption is that the theories are not suitable for the learners. This also reinforces, in part, a well-rehearsed belief that theories are not relevant for vocational learners and they are likely to benefit from the 'practical know-how' of doing things.

On the one hand, some of the findings are in agreement with the notion regarding the low autonomy exercised by FE teachers owing to the controlled or prescriptive curriculum. The findings also concur with managerialist approaches which imply that teachers are less likely to engage in initiatives that do not align with the strategic interests of their institutions and without the consensus of their managers. On the other hand, once teachers are involved in an initiative (which may be because of the manager's decision to begin with), they use their autonomy in terms of, for instance, choice of classroom sessions where new teaching materials can be incorporated, or selecting and adapting the teaching materials appropriate for their groups. This is in agreement with Thompson's (2010) interpretation of 'strategic compliance' identified by Shain and Gleeson (1999) as an alteration of professionalism as a 'pragmatic compromise' between commitment to students and the demands placed on them by managerialism.

The tutor at City and Islington wanted to 'go beyond' (Robson et al, 2004) and illustrated 'holistic professionalism' (Clow, 2001) with her students who were predominantly migrants. She allocated five sessions to teach them time management materials as she believed that being from overseas, students in her group had less appreciation of time keeping. She recognised that her students were unlikely to pursue careers in retail but she was committed to their holistic needs which included linguistic needs as well as needs for adapting in a new country.

Our study also highlights that unlike the clear precedence of the student needs over the institutional needs (Elliott and Crossley, 1997), teachers attempt to balance their commitments with the institutional priorities and the needs of the students.

Some of the tutor perceptions about the short term pre-employment courses were also noteworthy. Tutors teaching on these programmes perceived that these are demanding groups of students and

they had higher level of needs, they were less committed and in some instances, students were simply pursuing these courses to meet the requirements of job centre to secure their benefits. This raises particular questions about the value of these courses as viewed by the tutors and employers (as viewed by the tutors). There can also be implications on the under-resourced provision from a human resource perspective. Students on these courses require additional time and support to help them prepare for work from a holistic approach rather than simply meeting the curriculum requirements. However, the teachers are weighed down with the bureaucracy and prescriptiveness of the curriculum combined with the short and intense nature of these courses.
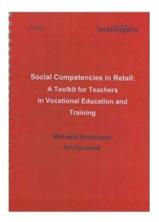
Conclusion

On the whole, the teaching materials from the ReSeCo project received warm reviews. However, the implementation of the units was not straightforward from an English perspective. Although the tutors believed that it was important to embed personal and social competencies in the curriculum, they were challenged because of the time constraints created by the assessment-led nature of the curriculum.

In order to support teaching and learning of retail in further education, the four units (team competency, time management, dealing with criticism, and self-evaluation of strengths and weaknesses) have now been published in a book entitled 'Social Competencies in Retail: A Toolkit for Teachers in Vocational Education and Training'.

The book provides helpful tools and valuable resources for teachers in a variety of vocational education and training settings in retail. Each unit comprises a range of learning tools, such as case studies, role plays, hands-on exercises and theories and includes specific aids such as sample materials, suggested solutions, worksheets and slides for use in class. Practitioners will find the book a very timely contribution in view of the growing importance of vocational education and training in the retail sector.

Please contact Michaela Brockmann, M.Brockmann@soton.ac.uk, to obtain a copy of the book.

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