

## Retail Sector Routeway Training Programme

Job Title
Trainee Retail Store Assistant

2 Week Off Job Training	
Retail Works – Pre-employment Retail Skills Standard	
Module	By the end of the module learners will be able to:
Why are we here?	
What is Retail?	<ul style="list-style-type: none"> <li>• Recognise the scale and variety of retail including the many different types of retail outlets</li> <li>• Identify the varying career opportunities that retail offers</li> <li>• Types of retail</li> </ul>
Effective Customer Service	<ul style="list-style-type: none"> <li>• Define good customer service</li> <li>• Recognise the importance of good customer service</li> <li>• Understand customers needs and expectations</li> </ul>
How are you communicating?	<ul style="list-style-type: none"> <li>• Identify the different forms of communication</li> <li>• Use listening skills to identify the needs of customers and colleagues</li> <li>• Develop questioning skills</li> </ul>
Product Knowledge	<ul style="list-style-type: none"> <li>• Give clear information to customers</li> <li>• Identify the features and benefits of products for the customer</li> <li>• Understand how products are displayed</li> </ul>
Effective selling skills	<ul style="list-style-type: none"> <li>• Recognise the importance of identifying customer needs</li> <li>• Identify the seven steps to successful selling</li> <li>• Identify opportunities for link selling where appropriate</li> </ul>
First impressions last	<ul style="list-style-type: none"> <li>• Identify what makes us form impressions</li> <li>• Use tips in order to make a positive impression on our customers</li> </ul>
Health and safety	<ul style="list-style-type: none"> <li>• Recognise the importance of health and safety legislation</li> <li>• Identify potential hazards in the</li> </ul>

	<ul style="list-style-type: none"> <li>workplace</li> <li>• Take action to deal with accidents</li> <li>• COSHH</li> <li>• Recognise the importance of cleanliness and hygiene</li> </ul>
Security	<ul style="list-style-type: none"> <li>• Identify the security devices available to retailers</li> <li>• Examine the causes of stock loss</li> <li>• Identify ways to preventing theft</li> <li>• Recognise the importance of maintaining the security of cash</li> <li>• Identify the importance of maintaining the security of credit cards</li> </ul>
Personal effectiveness and teamwork	<ul style="list-style-type: none"> <li>• Identify how to maximise their personal effectiveness</li> <li>• Identify learning style</li> <li>• Understand the value of personal development</li> <li>• Appreciate the importance of an effective team</li> </ul>
Interview techniques – hints and tips	
Course review and evaluation	

On successful completion all candidates will receive a Certificate of completion and a Retail Passport as evidence of competency to secure a job in retail.

Supporting materials (including workbooks) for delivery of the Retail Works – Pre-employment Retail Skills Standard are available from Skillsmart Retail, the sector skills council for retail, at [www.skillsmartretail.com](http://www.skillsmartretail.com) or telephone 020 7462 5060

<b>Retail Works – Pre-employment Retail Skills Standard Module outline</b>			
<b>Why are we here?</b>	Introduction Paperwork and administration Outline key objectives of the programme		
	<b>Content</b>	<b>Activity</b>	<b>Measure</b>
<b>What is Retail?</b>	Outline of the session and what will be covered	Question and answer session to review understanding and provide the group with new outline	Answers to the questions
	Introduce What is Retail? Introduce high street activity	Refer to quote in learners workbook and discuss with whole group. Split the group into small groups and ask them to complete drawing of a high street identifying the different types of retailers.	Discussion points Observation Direct questioning
	Introduce balloon debate	Ask the learners to discuss a retailer they think the high street could lose and why Lead a discussion on the different types of retailers and the reason for their choice	Observation Work produced Direct questioning
	Introduce jobs within retail	Split the group and give each group a product, the group must then come up with a list of retail jobs that have helped the product to reach the store. Discuss responses. Lead a discussion on the different types of jobs available and their	Direct questioning Observation Work produced

		descriptions Ask the learners to identify a retailer they would like to work for and why?	
	Skills and attributes	Lead a discussion on the type of skills and attributes a retailer could look for. Split the group and introduce activity one in their workbook – learners were to identify the different skills and attributes for the retailers listed	Questioning Discussion points
	Recap on session and link to next session	Reflect back to session objectives and ensure that they have been met.	
	<b>Content</b>	<b>Activity</b>	<b>Measure</b>
<b>Effective Customer Service</b>	Outline of the session and what will be covered	Question and answer session to review understanding and provide group with new outline.	Answers to the questions
	Customer service	Refer to the text to introduce this session to the rest of the group Split the group into pairs and ask them to complete activity 3 in their workbooks Tutor to demonstrate correct answer and refer back to original text	Observation Work produced Questioning
	Good/poor service	Lead a discussion on definitions of good customer service Learners to complete activity 4 within their workbooks Discuss key points from activity Lead a discussion on how poor and good service affects the business	<b>Feedback from activity</b> <b>Observation</b> <b>Direct questioning</b>
	Different types of customers	Discuss with the group the term internal/external customers Ask the group to complete activity 5 and identify who the internal and external customers are- discuss responses Refer to text in learners workbook regarding the different types of customers we might encounter Ask the group to identify the different types of customers they could encounter – Discuss responses	<b>Feedback from activity</b> <b>Observation</b> <b>Direct questioning</b>
	Customers with Specific needs and requirements	Lead a discussion on the type of customers that might have more specific needs and requirements	<b>Questioning</b>
	Recap on session and link to next session	Reflect back to session objectives and ensure they have been met	<b>Direct questioning</b>
	<b>Content</b>	<b>Activity</b>	<b>Measure</b>
<b>How are you communicating?</b>	Outline of the session and what will be covered	Question and answer session to review understanding and provide group with new outline.	Answers to the questions
	What is communication	Refer to text in learners workbook and discuss with the group Introduce communication activity Ask for feedback regarding the activity Ask the group to complete activity 6 and give their ideas of what is meant by vocal, verbal and non verbal communication – discuss	Observation Feedback from activities <b>Direct questioning</b>

		answers Ask the learners to complete activity 7 in small groups – Discuss answers Lead a discussion on key points regarding verbal, non verbal and vocal communication	
	Listening skills	Refer to text in learners workbook and discuss with the group Introduce Chinese whispers activity with the whole group Ask the group if the message was received correctly and what prevented it or resulted in the message being delivered correctly Lead a discussion on tips for improving listening skills	<b>Observation Questioning</b>
	Questioning skills	Ask the group how questions can help when serving customers Lead a discussion on open and closed questions Split the group into pairs and ask them to complete I am a famous person activity Discuss feedback from the group	<b>Observation Questioning Responses</b>
	Recap on session and link to next session	Reflect back to session objectives and ensure they have been met	<b>Direct questioning</b>
	<b>Content</b>	<b>Activity</b>	<b>Measure</b>
<b>Product knowledge</b>	Outline of the session and what will be covered	Question and answer session to review understanding and provide group with new outline.	Answers to the questions
	Product Knowledge	Introduce this session by referring to the text within the workbook Split the group into pairs and ask them to identify the type of information customers might expect them to know- Discuss answers Lead a discussion on how product knowledge can be gained	Feedback from activity Observation Direct questioning
	Features and Benefits	Explain that you will need to be able to describe features and benefits of products Ask the group what a feature and benefit of a product is Split the group into pairs and ask them to identify the features and benefits of products- Discuss answers Split the group into pairs and complete scenario activities- Discuss answers Explain the importance of ensuring the stock is available and if not the alternatives that can be offered	Direct questioning Observation Feedback
	Product Display	Introduce this section by explaining that product knowledge is also required to help display stock Lead a discussion on the four main categories that products tend to be displayed Split the group into pairs and ask them to complete activity 10- discuss answers	Direct questioning Observation <b>Feedback</b>
	Recap on session and link to next session	Reflect back to session objectives and ensure that they have been met	

	<b>Content</b>	<b>Activity</b>	<b>Measure</b>
<b>Effective Selling Skills</b>	Outline of the session and what will be covered	Question and answer session to review understanding and provide group with new outline.  Introduce this session by referring to the text within the workbook- Discuss with the group Lead a discussion out lining the 7 steps of selling	Answers to the questions
	Step one	Ask the group to think about ways of greeting a customer- record answers Discuss the different signals customers could give to identify if they need assistance Ask the group to think about their approach statement- Discuss response	Direct questions Observation
	Step two	Introduce this step by discussing the importance of making conversation Discuss ideas for initiating a conversation	<b>Direct questioning</b>
	Step Three/ Four	Ask the group what method of questioning they would use to find out what the customer wants Split the group into pairs and complete activity 11 – Discuss answers Recap on Features and Benefits	<b>Direct questioning</b> <b>Observation</b>
	Step Five	Introduce this step by referring to the text within the tutor guide Split the group into pairs and ask them to complete activity 12- Discuss answers	<b>Direct questioning</b> <b>Feedback from activity</b>
	Step Six	Introduce this section by explaining what link selling is Split the group into pairs and ask them to complete activity 13- Discuss answers	<b>Feedback from activity</b>
	Step 7	Ask the group to identify verbal and non verbal buying signals Ask the group to identify closing statements- Discuss answers Discuss with the group the importance of the last impression of the store being a good one  Split the group into threes and complete the selling activity	<b>Direct questioning</b> <b>Observation</b> <b>Feedback</b>
	Recap on session and link to next session	Discuss feedback with the group Reflect back to sessions objectives	<b>Direct questioning</b>
	<b>Content</b>	<b>Activity</b>	<b>Measure</b>
<b>First Impressions</b>	Recap on previous session		
	Introduction to the session and what can be expected	Refer to text within learners workbook and discuss with the group Lead a discussion on the importance of creating a favourable first impression Ask the group to give some personal examples of when they have been left with a positive impression – Discuss responses	Response from learner and exchanging of ideas

	What can create a positive first impression and assumptions	Split the group into pairs and ask them to complete activity 14 Discuss answers Lead a discussion on whether piercing and tattoos should be allowed	Observation Direct questioning <b>Feedback from activities</b>
	Dangers of making assumptions	Lead a discussion on making assumptions Split the group into pairs and complete activity 15 Discuss responses Split the group into two and ask them to put together a biography of the people within the photographs Discuss responses	<b>Direct questioning</b> <b>Observation</b> <b>Work produced</b>
	Setting standards for a new retail store.	Split the group into small groups and ask them to complete activity 16 – Discuss responses Lead a discussion on tips for making a first impression and refer learners to their workbook	<b>Direct questioning</b> <b>Observation</b> <b>Work produced</b>
	Re cap on session and link to next session	Reflect back to session objectives	
	<b>Content</b>	<b>Activity</b>	<b>Measure</b>
<b>Health and Safety</b>	Outline of the session and what will be covered	Question and answer session to review understanding and provide group with new outline.	Answers to the questions
	Health and safety legislation	Refer to the text to introduce this session to the group Lead a discussion identifying what the organisations responsibilities are under the Health and safety at work act Lead a discussion identifying what the employers responsibilities are under the Health and safety at work act	Observation <b>Questioning</b>
	Risks and hazards	Lead a discussion on what a hazard and a risk in the workplace is Split the group and ask them to complete activity 17 within their workbooks Groups to feedback their answers Lead a discussion on how accidents can be prevented	<b>Questioning</b> <b>Responses from activities</b> <b>Observation</b>
	Introduce COSHH	Lead a discussion of what COSHH stands for and how this reflects into the workplace Ask the group to identify substances that would come under COSHH	<b>Questioning</b> <b>Discussion points</b>
	Manual Handling	Ask the group to identify the correct lifting techniques	<b>Questioning</b>

		Collect feedback and discuss responses Demonstrate the correct lifting procedures	<b>Discussion points</b>
	Cleanliness and Hygiene	Ask the group why stores should be kept clean and hygienic. Discuss responses Lead a discussion on the importance of cleanliness and hygiene	
	Personal cleanliness	Refer to the text and ask learners for feedback Split the group and ask learners to complete activity 18 Lead a discussion on feedback from activity 18	<b>Questioning Work produced</b>
	Recap on session and link to next session	Reflect back to session objectives and ensure they have been met	<b>Direct questioning</b>
	<b>Content</b>	<b>Activity</b>	<b>Measure</b>
<b>Security</b>	Outline of the session and what will be covered	Question and answer session to review understanding and provide group with new outline.	Answers to the questions
	Security devices	Introduce this session by referring to the text within the workbook- discuss with the group Ask the group to identify how lack of security in shops will affect the customer- record answers Ask the group what they think security is and record answers	Direct questioning Observation
	Causes of stock loss	Split the group into pairs and ask them to complete activity 19 within the work books Lead a discussion on the feedback	Questioning <b>Work produced</b>
	Shoplifters	Lead a discussion on what a shoplifter looks like Split the group into smaller groups and issues photos to identify a shoplifter Discuss the different types of shoplifter Ask the group to identify what type of behaviour a shoplifter might display and discuss responses	<b>Observation Work produced</b>
	cash payments	Lead a discussion on the different types of payments that can be accepted Ask the group to identify the types of checks that should be made when dealing with cash Split the group into pairs and ask them to complete the quiz with in their workbooks	<b>Questioning Responses Observation</b>
	Non cash payments	Ask the group to identify the different types of card payments that can be accepted Refer to the text within the workbooks and discuss with the group Lead a discussion on chip and pin Split into small groups and ask the learners to complete the quiz within their workbooks	<b>Questioning responses</b>
	Recap on session and link to next session		
	<b>Content</b>	<b>Activity</b>	<b>Measure</b>

<b>Teamwork</b>	Recap on previous session outline of the session and what will be covered	Question and answer session to review understanding and provide group with new outline.	Answers to the questions
	Personal Effectiveness and why it is so important	Refer to quote in learner's workbook and discuss as a group whether they believe it is true. Lead a discussion about the workplace and list ways they feel they would be able to improve in the workplace. Ask the group how a personal development plan can help the individual record answers Ask the group to complete activity 20 in their workbooks and feedback	<b>Feedback to the discussion</b>
	<b>Learning styles and how you learn best</b>	<b>Refer to quote in learners workbook and discuss with the group</b> <b>Lead a discussion on the 4 different types of learning styles</b> <b>Ask the learners to complete Activity 21 in their workbooks and feedback</b>	<b>Direct questioning</b> <b>Observation</b>
	Teamwork	Lead a discussion on why teamwork is so important Ask the group to complete activity 22 and feedback their answers. Discuss responses	<b>Direct questioning</b> <b>Observation</b>
	Teamwork and what has been learnt throughout put into practice	Based on everything that has been learnt complete 1 of the activities. Depending on time and size of group ask 1 person to sit out to feed back to the group what they have learnt. All learners to complete evaluation form based on their own experience. Ask the group if they were to do it again would they do anything differently	<b>Feedback from the activity and the results</b> <b>Direct questioning</b>
	Recap on session and link to next session	Reflect back to session objectives	
<b>Interview Techniques</b>	<b>Prepare effectively for interview</b> <b>Sell skills and experience at interview</b> <b>Ask appropriate questions at interview for the retail sector</b>		
Course review and evaluation	<b>Review the course and next steps</b> <b>Take the next step on the retail escalator</b>		

These materials have been developed by **SkillsmartRetail** in conjunction with employers from the sector and additional materials to support the training programme are available by contacting Gemma Behan, Retail Routeway Manager, 020 7462 5060, [gemma.behan@skillsmartretail.com](mailto:gemma.behan@skillsmartretail.com)