



PASSPORT TO RETAIL

HOW TO USE THE RESOURCE



Passport to Retail has been designed with the student's progression at the forefront. This brilliant project will take the students on a tour around the retail industry, learning about not only skills which are used in the Retail industry but also about those careers and entry level roles which are available within the sector. The students will dive into the following 4 sectors of the retail industry: customer service, retailer and their products, retail payments and all things employment. Within each unit the student will learn, test and progress in the hard and soft skills needed for each role.

The project will be very hands on however there is classroom-based learning. The project can be as realistic as your school's facilities will allow, please don't worry if you don't have big and wonderful resources to utilise, there are plenty of suggestions on how you can create the settings in other ways.

The project has been designed to allow the teaching staff to pick up the resource and teach. However, you will have to read through each Unit to understand what is needed and the suggested teaching layout.

There are 4 units including an induction.

Title	Element number	No. of sessions	Teaching topics covered in the session
Unit 1 Customer Service	1	3/4	<ul style="list-style-type: none">• Understanding the term customer service• How to greet a customer• Customer service in different retail settings
	2	3/4	<ul style="list-style-type: none">• Types of store layouts• Getting to know your store
	3	4/5	<ul style="list-style-type: none">• Customer service desk• Retail staffing structures• Customer service desk continued
	4	1	<ul style="list-style-type: none">• Industry visit



Title	Element number	No. of sessions	Teaching topics covered in the session
Unit 2 Retailers and Their Products	1	4/5	<ul style="list-style-type: none">• Types of retailers• Types of products• The supply chain
	2	4/5	<ul style="list-style-type: none">• Understanding how products are stored• Stock control• Stockroom health and safety
	3	5/6	<ul style="list-style-type: none">• Retail displays• Marketing products• Other related learning
	4	1	<ul style="list-style-type: none">• Industry visit
Unit 3 Retail Payments	1	5/6	<ul style="list-style-type: none">• Payment methods• Payment methods continued• Payment method activity
	2	4/5	<ul style="list-style-type: none">• Returns- exchanges & refunds• Cross-selling and upselling
	3	4/5	<ul style="list-style-type: none">• Packing• Other till and retail duties
	4	1	<ul style="list-style-type: none">• Industry visit
Unit 4 Employment	1	6/8	<ul style="list-style-type: none">• Employment and my skills• Gaining employment• The interview process
	2	5/6	<ul style="list-style-type: none">• Starting a new job• The support you can gain in a job• Your pay
	4	2	<ul style="list-style-type: none">• What is a promotion• How to gain a promotion



For flexibility the units are split into sessions as lesson lengths vary between schools. Therefore, feel free to merge sessions or break them down further if required. The sessions are designed to be progressive, ensure to bear this in mind if you are reshaping anything.

As you can see from the table above each unit has 3 or 4 elements, with an industry visit at the end of each unit.

The suggested teach time is as follows:

Term	Unit	Visit topic
Term 1 Autumn	Unit 1 Customer Service Unit 2 Retailers and Their Products	Customer service, types of retailers and their products Try to get 2 visits in to mix up the types of stores you are visiting.
Term 2 Spring	Unit 3 Retail Payments	Focus on the payment methods and how the customer service is conducted at a till point
Term 3 Summer	Unit 4 Employment	I would suggest booking someone to come to you. Either your EA or a DWP representative to support the delivery of this section as it can be a tough slog.

Lesson plans:

The lesson plans are simple enough to follow, with learning objectives, key words, task variation and resource information. Along with the session content there is information on how the learning links to the skills builder.

The logos identify the skill that can be achieved within the session, more information on skills builder can be found [here](#).

Coding:

Due to the number of resources involved in each unit we have created a code system that should support the logistics of teaching.

The code is simple to follow:

Starting with UN1= unit number E1= the Element number 01= the number of resource (UN1E101)

This code will be labelled on the file and also on each document in case it is printed.



Unit Questionnaire:

Each unit has its very own student and teacher questionnaire for completion. The idea is to complete the questionnaire before starting the unit and then re visit the questionnaire upon completion of the unit. The students can then evaluate their learning journey from start to finish. There is also room for teacher observation and feedback, this can be shared with the students following completion. You should have 4 completed questionnaires at the end of the project to evidence learning and impact.

Resources:

Paper resources: These should accompany each element in each unit. They vary from flashcards that will support the session and task variation, along with activities to complete.

Physical resources: these cannot be provided for the schools; however, they are kept to a minimum and hopefully things that can be found within the school and grounds.

There is a resource directory for you to ensure you have everything.

Industry Visit:

The idea of the industry visit is to amalgamate all the skills learnt through the sessions within the Unit. These must be organised by the school however your local LEP or Enterprise Coordinator/advisor should also be able to assist.

If possible, the venue could accommodate allowing the students to have a go at some of the tasks, stocking shelves, or serving a customer. If this is not possible, a venue tour and watching the staff complete the tasks and highlighting what it is, and the skills used.

Venue location should be mixed up so a variety of venues have been seen as the service will vary.

I hope you find this resource useful, please adapt anything you feel is needed for your students.