ORDINANCES &
SYLLABUS
FOR B. Voc. Retail Management & IT
Semester System
Sem I & II (SESSION 2015-16)
Sem III & IV (SESSION 2015 -2016)

ORDINANCES(2015-16)

Bachelor of Vocation (B. Voc.) is launched under the scheme of University Grants Commission on skill development based higher education leading to Bachelor of Vocation(B. Voc.) Degree with multiple exits as Diploma/Advanced Diploma under the National Skill Qualification framework.The B.Voc. programme incorporate specific job roles and their National Occupational Standards along broad based general education.

1. B. Voc. Programme has been designed as per National Skill Qualification Framework emphasizing on skill based education.
2. LEVELS OF AWARD:

   The certification levels shall lead to Diploma/Advanced Diploma/B.Voc. Degree in Retail Management &IT.

AWARD	DURATION	CORELEVEL/RESPONDING /NSQF
DIPLOMA	1 YEAR	5
ADVANCED DIPLOMA	2 YEAR	6
B. VOC. DEGREE	3 YEAR	7

3. **ELIGIBILTY FOR ADMISSION** IN B.VOC. The eligibility for B.Voc. programme is 10+2 or equivalent in any stream/Arts/Science/Commerce with 50% at 10+2 or equivalent level.

4. The course of study of B.Voc. shall be divided in to six semesters and university examination will be held at the end of every semester in the months of November/December (for semester I, III & V) and May/June (for semester II, IV & VI) or as fixed by the Vice Chancellor.

5. Semester examination will be open to regular candidates who have been on the rolls of a college affiliated to this University and meet the attendance and other requirements.

Subject to fulfillment of requirement of House examinations, the attendance requirements and these ordinances there will be no condition of passing papers for promotion from odd semester to even semester in an Academic Session.

(a) To qualify for admission to 3rd semester of the Course, the candidate must have passed 50% of total papers of the two semesters of the 1st year. In case, the result of 2nd Semester is not declared at the time of admission to 3rd Semester, the student may be admitted provisionally and will be allowed to take examination of 3rd semester if he/she has passed in 50 % of the total papers of first year (i.e. Ist and 2nd Semesters).Similarly, to qualify for admission to 5th semester of the course, the student may be admitted provisionally if the result of previous semester has not been declared and will be allowed to take examination of 5th semester, if he/she has passed 50% of the total papers of previous semesters.

(b) A candidate placed under reappear in any paper, will be allowed two chances to clear the reappear, which should be availed within consecutive two years/chances i.e. to pass in a paper the candidate will have a total of three chances, one as regular student and two as reappear candidate.

The examination of reappear papers of odd semesters will be held with regular examination of the odd semester and reappear examination of the even semester will be held with regular examination of even semester. But if a candidate is placed under reappear in the last semester of the course, he will be provided chance to pass the reappear with the examination of the next semester, provided his reappear of lower semester does not go beyond next semester.

6. **Attendance and Other Requirements**

(a) Every candidate will be required to attend a minimum of 75% lectures delivered to that class in each paper as well as 75% of the laboratory work, seminars etc. separately. Provided that a deficiency in attendance may be condoned for special reasons, as per the relevant ordinances on the subject.

(b) To be eligible to appear in the semester examination, a candidate must have obtained in the house examination at least 25% marks in each paper, 25% marks in the aggregate of all subjects of the semester. The Principal at his discretion may allow a special test to a candidate who could not appear in the House examination owing to unavoidable reason, or fails to secure the minimum marks as prescribed above.

7. Amount of examination fee to be paid by a candidate for each semester shall be as fixed by the University from time to time.

8. Applications for admission to the examination shall be made on the prescribed form attested by the competent authority as per University rules. The last date by which admission forms and fees must reach the Registrar shall be as follows:

Semester	**Without late fee**	**With late fee of Rs. 800/-**	**With late fee of Rs. 1200/-**	**With late fee of Rs. 5000/-**	**With late fee of Rs. 10000/-**
Semester Exam (Nov/Dec)	Sept. 30	Oct. 15	Oct. 21	Oct. 31	Nov. 16
Semester Exam (May/June)	Feb. 28	Mar.15	Mar. 21	Mar.31	April 15
* No Examination Form will be accepted after this date.					

9. University medal will be awarded to a candidate who secured first position in the University on the basis of the marks of all the six semesters taken together. The general rules and conditions of the University for the Award of Medal/Prizes etc. will be applicable in the award of University medal to the topper of this examination.

10. The **medium of instruction** and examination will be **English/Punjabi/Hindi,** except for the language subjects whose medium of instruction and examination will be that of the language subject.

11. The Candidate shall also be entitled to grace marks as admissible under the ordinances, relating to the 'Grace Marks.'

12. (a) The minimum number of marks required to pass the examination in each Part shall be 35% in each subject, in theory paper, practical examination and internal assessment separately.

(b) **Internal assessment and its Components:** Internal assessment, in each subject, shall be 25% of the total marks in each paper and shall be uniformly applicable to all the Subjects/Papers. The four Components for Internal Assessment shall be as follows(to be divided equally, as per the credit(100/150/200) of the paper):

(i)	Attendance:	20%	% of the Total Marks of the internal Assessment
(ii)	Written Assignment/Project :	40%	
(iii)	Two Mid-Semester Tests/Internal Examination (Average of both Mid-Semester Tests/Internal Examination)	40%	

(c) Papers having practical/viva, the marks of theory and practical/viva will be reduced equally percentage wise, to make room for 20% internal assessment(as per (b) above).

13. **A Candidate shall be allowed to join:**

(i) First Semester:
Provided that he/she has secured 50 % marks at10+2 examination or eequivalent.

(ii) Second Semester:
Provided that he/she has undergone a regular course of studies of first semester.

(iii) Third Semester:
Provided that he/she has undergone a regular course of studies of First and Second semesters as provided under the regulations in sequential order and fulfils the conditions as aid in ordinance 6(a).

(iv) Fourth Semester:
Provided that he/she has undergone a regular course of studies of First, Second and Third semesters as provided under the regulations in sequential order and has passed the First Semester Examination as a whole, and fulfils the conditions a laid in ordinance 6(a).

(v) **Fifth Semester:**
Provided that he/she has undergone a regular course of studies of First, Second, Third and Fourth semesters as provided under the regulations in sequential order and fulfils the conditions as laid in ordinance 6(a).

(vi) Sixth Semester:
Provided that he/she has undergone a regular course of studies of First, Second, Third, Fourth and Fifth semesters as provided under the regulations in sequential order and has passed 50 % of the total papers of previous semesters and fulfils the other conditions as laid in ordinances.

14. Three weeks after the termination of examination or as soon thereafter as possible, the Registrar shall publish the result of the candidates. Each candidate shall receive a certificate indicating details of marks obtained in each examination.

15. The Successful candidates shall be classified on the basis of aggregate marks secured
    a) 75% or more with Distinction.
    b) 60% or more in the First division.
    c) 50% or more but less than 60% in the Second division.
    d) Below 50% in the Third division.

16. A candidate who has passed B.Voc. examination from this University shall have one chances within a period of two years after passing the examination to improve division or 55% marks. Improvement shall be allowed in not more than three theory papers offered in each semester. However, previous marks of Practical/Project will be carried forward in the paper (s) in which he/she appears for improvement and be awarded one percent of grace marks on the basis of given papers, out of the papers taken up, the candidate will be given benefit of increase in marks, where the marks have increased in paper/papers.

17. Re-evaluation of scripts shall be admissible in B.Voc.. Examination Semester I, II, III, IV, V, VI examination except practical examination. The re evaluation shall be allowed in not more than two theory papers provided candidate has scored not less than 25% marks in the relevant paper. The candidate shall submit his/her application on specified form along with prescribed fee, for re-evaluation within 14 days from the date of declaration of the result.

19. A successful candidate after First year shall be awarded Diploma certificate, after two years of successful completion Advanced diploma and of the Final examination of B.Voc. third year Examination shall be granted a Degree in B.Voc.

\

COURSE: B VOC(RETAIL MANAGEMENT AND IT)
For session (2015-16)

S. No.	CODE	SUBJECT	CREDITS T=LECTURE P=PRACTICAL SKILL=T+P (ONE CREDIT MEANS 15 hrs.)		CREDIT POINTS TOTAL	DISTRIBUTION OF MARKS			
FIRST YEAR (FIRST SEMESTER)			T	P	TOTAL	EXTERNAL	INTERNAL	PRACTICAL	TOTAL
1	RMIT-111	Functional Punjabi	4	---	4	75	25	---	100
2	RMIT-112	Intro Marketing Management & Brand Management	4	----	4	75	25	---	100
3	RMIT-113	Information Technology	4	----	4	75	25	---	100
4	RMIT-114	Practical based on IT	---	6	6	----	50	50	50
5	RMIT-115	Workshop on Functional Punjabi	---	4	4	----	50	50	50
6	RMIT-116	Seminars Inds. Experts		5	5	----	50	50	50
7	RMIT - 117	Projects		3	3	---	50	50	50
	TOTAL		12	18	30				500
FIRST YEAR (SECOND SEMESTER)			T	P	TOTAL	EXT	INT	PRACT	TOTAL
8	RMIT-121	General English	4	---	4	75	25	---	100
9	RMIT-122	Retail Management	4	----	4	75	25	---	100
10	RMIT-123	Office Automation	4	----	4	75	25	---	100
11	RMIT-124	Practical on Office Automation	----	6	6	----	50	50	50
12	RMIT-125	Workshop on Gen. English	---	4	4	----	50	50	50
13	RMIT	Seminar		5	5		100	100	100

	– 126								
14	RMIT-127	Projects		3	3	100		100	100
	TOTAL		12	18	30	---			600
TOTAL CREDIT OF YEAR I		**GENERAL EDUCATION COMPONENT=24 LEADING TO DIPLOMA SKILL BASED COMPONENT= 36**							

SECOND YEAR (THIRD SEMESTER)			T	P	TOTAL	EXT	INT	PRACT	TOTAL
15	RMIT-231	Communication Skills and Personality Development	4	---	4	75	25	---	100
16	RMIT-232	Sales Management Distribution	4	----	4	75	25	---	100
17	RMIT-233	Internet and E-Commerce	4	----	4	75	25	---	100
18	RMIT-234	Practical based on Internet	----	6	6	----	50	50	50
19	RMIT-235	Workshops on Communication Skills	---	4	4	----	50	50	50
20	RMIT-236	Seminar		5	5	----	50	50	50
21	RMIT-237	Projects		3	3	---	50	50	50
	TOTAL CREDITS		12	18	30				500

SECOND YEAR (FOURTH SEMESTER)			T	P	TOTAL	EXT	INT	PRACT	TOTAL
22	RMIT-241	General Punjabi	4	---	4	75	25	---	100
23	RMIT-242	Consumer Buyer-Behaviour	4	---	4	75	25	---	100
24	RMIT-243	Information Technology for Retail Mgt.	4	--	4	75	25	---	100
25	RMIT-244	Practical based on MIS		4	4	---	50	50	50
26	RMIT-245	Workshop based on Consumers Behavior		5	5	---	50	50	50
27	RMIT-246	Seminar / Projects		4	4		100	100	100
28	RMIT-247	Industrial		5	5	100			100

		Training and Presentation (2 months) viva							
29	RMIT – 248	Environmental Education	2	Qualifying exam (marks not added to total)					100
TOTAL			12	18	30				600
TOTAL CREDIT OF YEAR II		**GENERAL EDUCATION COMPONENT=24 SKILL BASED COMPONENT= 36 LEADING TO A. DIPLOMA**							

Course: B. Voc. (Retail Management and IT)
Session 15-16

SEM-I

1. Functional Punjabi [B.VOC. (RM-IT) 111]
2. Introduction to Marketing Management & Brand Management [B.VOC. (RM-IT) 112]
3. Information Technology [B.VOC. (RM-IT) 113]
4. Practical based on IT [B.VOC. (RM-IT) 114]
5. Workshop on Functional Punjabi [B.VOC. (RM-IT) 115]
6. Seminars - Industry Experts (viva) [B.VOC. (RM-IT) 116]
7. Projects [B.VOC. (RM-IT) 117]

SEM-II

1. General English [B.VOC. (RM-IT) 121]
2. Retail Management [B.VOC. (RM-IT) 122]
3. Office Automation [B.VOC. (RM-IT) 123]
4. Practical on Office Automation [B.VOC. (RM-IT) 124]
5. Workshop on Gen. English [B.VOC. (RM-IT) 125]\\
6. Seminar [B.VOC. (RM-IT) 126]
7. Projects [B.VOC. (RM-IT) 127]

SEM-III

1. Communication Skills and Personality Development [B.VOC. (RM-IT) 231]
2. Sales Management and Distribution [B.VOC. (RM-IT) 232]
3. Internet and E-Commerce [B.VOC. (RM-IT) 233]
4. Practical based on Internet [B.VOC. (RM-IT)234]
5. Workshops on Communication Skills and Personality Development [B.VOC. (RM-IT) 235]
6. Seminar [B.VOC. (RM-IT) 236]
7. Projects [B.VOC. (RM-IT) 237]

SEM-IV

1. General Punjabi [B.VOC. (RM-IT) 241]
2. Consumer Buyer-Behaviour [B.VOC. (RM-IT) 242]
3. Information Technology for Retail Management [B.VOC. (RM-IT) 243]
4. Practical based on MIS [B.VOC. (RM-IT) 244]
5. Workshop based on Consumer Behaviour [B.VOC. (RM-IT) 245]
6. Seminar/Projects [B.VOC. (RM-IT) 246]
7. Industrial Training and Presentation (2 months) [B.VOC. (RM-IT) 247]

Skill Component of RMIT	
LEVEL	**TITLE**
LEVEL-IV	SALES ASSOCIATE(RASCI)
LEVEL-V	TEAM LEADER

SEMESTER -1

B.VOC. (RM-IT) 111 Functional Punjabi

SECTION - A

ਪੰਜਾਬੀ ਉਚਾਰਨ ਅਤੇ ਗੁਰਮੁਖੀ ਔਰਥੋਗ੍ਰਾਫ਼ੀ : ਪੰਜਾਬੀ ਧੁਨੀਆਂ ਅਤੇ ਗੁਰਮੁਖੀ ਦਾ ਸੰਬੰਧ (ਆਈ. ਪੀ.ਏ. ਦੀ ਮਦ ਦ ਨਾਲ) ਸੂਚਨਾ ਤਕਨਾਲੋਜੀ : ਪਰਿਭਾਸ਼ਾ, ਮਹੱਤਵ, ਭਾਸ਼ਾ ਅਤੇ

SECTION - B

ਸੂਚਨਾ ਤਕਨਾਲੋਜੀ, ਸਾਹਿਤ ਅਤੇ ਸੂਚਨਾ ਤਕਨਾਲੋਜੀ, ਕੰਪਿਊਟਰ ਤਕਨਾਲੋਜੀ : ਐਮ. ਐਸ. ਆਫ਼ਿਸ, ਮਲਟੀ ਮੀਡੀ ਆ ਬਾਰੇ ਮੁਢਲੀ ਜਾਣਕਾਰੀ, ਇੰਟਰਨੈੱਟ।

References:

1. Hardev Bahri, Teach Yourself Punjab, Publication Bureau, Punjabi University, Patiala, 2011

2. Henry, A. Gleason and Harjeet Singh Gill, A Start in Punjabi, Publication Bureau, Punjabi University, Patiala. 1997.

3. Ujjal Singh Bahri and Paramjit Singh Walia, Introductory Punjabi, Publication Bureau, Punjabi University, Patiala. 2003

B.VOC. (RM-IT) 112 Introductions to Marketing Management & Brand Management

SECTION – A

MARKETING CONCEPT, MEANING OF MARKETING MANAGEMENT: Importance of marketing management with special reference to India. Marketing environment: meaning and forces of marketing environment. Marketing mix and its elements. Market segmentation: meaning and basis of market segmentation. Buying process of consumer. Product life cycle. Channels of distribution. Personal selling.

SECTION - B

The concept of brand, brand names. Brand failures. Types of brands. Branding: name, creation, principles and brand image. Brand positioning. Brand extensions. Brand planning. Brand's life script, brand identity. Brand personality.

B.VOC. (RM-IT) 113 Fundamentals Information Technology

SECTION-A

Computer Fundamentals: Block diagram of a computer, characteristics of computers and generations of computers.
Input Devices: Keyboard, Mouse, Joy tick, Track Ball, Touch Screen, Light Pen, Digitizer, Scanners, Speech Recognition Devices, Optical Recognition devices – OMR, OBR, OCR
Output Devices: Monitors, Impact Printers - Dot matrix, Character and Line printer, Non Impact Printers – DeskJet and Laser printers, Plotter.
Memories: Main Memories - RAM, ROM and Secondary Storage Devices - Hard Disk, Compact Disk, DVD.
Computer Languages: Machine language, assembly language, high level language, 4GL, **Language Translators:** Compiler, Interpreter, Assembler
Software: System Software, Application Software.

SECTION-B

Number System: Non-positional and positional number systems, Base conversion, Concept of Bit and Byte, binary, decimal, hexadecimal, and octal systems, conversion from one system to the other.
Applications of Information Technology and Trends: IT in Business and Industry, IT in Education & training, IT in Science and Technology, IT and Entertainment, Current Trends in IT Application - AI, voice recognition, Multimedia Technology.

References:

1. P.K. Sinha and P. Sinha, Foundations of Computing, First Edition, 2002, BPB.
2 Chetan Srivastva, Fundamentals of Information Technology, Kalyani Publishers.
3 Turban Mclean and Wetbrete, Information Technology and Management, Second Edition, 2001, John Wiley & Sons.
4 Satish Jain, Information Technology, BPB, 1999.
5.Fundamental of Computers – By V. Rajaraman (Prentice Hall)
6.Fundamental of Computers – By P. K. Sinha (B.P.B publication)
7. Introduction to Information Systems, ALEXIS LEON
8. Computer Fundamentals & Its Business Applications, Dr. S. Chand.

B.VOC. (RM-IT) 114 Practical Based on FIT

Handling of peripheral devices, Installation of Operating System and softwares. Scanning Systems for Viruses, Working of Antivirus and Virus removal.
Windows concepts, working with windows-Desktop, Basic layout, Icons, Opening Windows, Window Characteristics, Window Controls, Resize Windows, Arrange Windows, task bar, Working with Screen Saver. Files and Folder-organization, Searching for files, working with folders through window explorer. Maintenance-Recycle Bin, Disk Cleanup, Add and Remove Programs, Control Panel.

B.VOC. (RM-IT) 115 Workshops on Functional Punjabi

1. ਭਾਸ਼ਾ ਪ੍ਰਯੋਗਸ਼ਾਲਾ ਵਿਚ ਪੰਜਾਬੀ ਉਚਾਰਣ ਸੁਣ ਕੇ ਗੁਰਮੁਖੀ ਅੱਖਰਾਂ ਅਤੇ ਅੰਤਰ-ਰਾਸ਼ਟਰੀ ਧੁਨੀ ਲਿੱਪੀ ਵਿਚ ਲਿਖਣਾ(ਪੰਜ-ਪੰਜ ਮਿੰਟਾਂ ਦੇ ਚਾਲੀ ਅਭਿਆਸ)
2. ਵਿਆਕਰਣ ਵਰਗਾਂ ਦੇ ਆਧਾਰ 'ਤੇ ਸ਼ਬਦ ਸ਼੍ਰੇਣੀਆਂ ਦੇ ਰੂਪਾਂ ਦੀ ਪਹਿਚਾਣ ਕਰਨਾ ਅਤੇ ਰੂਪ ਸਿਰਜਣਾ(ਪੰਜ-ਪੰਜ ਮਿੰਟਾਂ ਦੇ ਚਾਲੀ ਅਭਿਆਸ)
3. ਬਿਊਰੀ ਵਿਚ ਦਿਤੇ ਗਏ ਵਿਸ਼ਿਆਂ ਉੱਤੇ ਘੱਟ ਤੋਂ ਘੱਟ ਪੈਂਤੀ ਵਾਕਾਂ ਵਾਲੇ ਭਾਸ਼ਣ ਦੇਣ ਦਾ ਅਭਿਆਸ ਕਰਨਾ।
4. ਕੰਪਿਊਟਰ ਲੈਬ (ਹਫ਼ਤੇ ਦਾ ਇਕ ਪੀਰੀਅਡ)

B.VOC. (RM-IT) 116 Seminars - Industry Experts (viva)

Seminars will be conducted by industry experts.

B.VOC. (RM-IT) 117 Projects
Students are required to submit projects based on Marketing Management and Brand Management

SEMESTER - 2

B.VOC. (RM-IT) 123 General English

SECTION - A

Comprehension

One unseen passages of 250-300 words in length with a variety of comprehension questions including 05 marks for word-attack skills such as word formation and inferring meaning, finding opposites etc. The passage can be a factual passage (e.g., instruction, description, report etc.) or a literary passage (e.g., extract from fiction, drama, poetry, essay or biography), or a discursive passage involving opinion, (argumentative, persuasive or interpretative text).

SECTION - B

Vocabulary: Change the Number , Change the Gender Words commonly mis-spelt Antonyms Synonyms
Fill up using correct determinant

References:

1. W. Standard Allen: Living English Structure (Orient Longman)
2. Wilford D. Best: The Student's Companion (Rupa)

B.VOC. (RM-IT) 122 Retail Management

SECTION-A

Introduction to retail; retail formats theories and models; retail strategy; understanding the retail consumer; store locations; retail operations; retail restore design.

SECTIEON-B

Retail merchandising; merchandising buying; retail price and merchandise performance; measuring financial performance; retail management informant systems; retail marketing and communication.

References:

1. Sheikh and Fatima 'Retail Management' Himalaya Publications.
2. Levy, Weitz, & Pandit ,Retail Management, Tata McGraw Hill, New Delhi.
3. Barry Berman & Joel R Evans, Retail Management, PHI, New Delhi.

B.VOC. (RM-IT) 123 Office Automation

SECTION - A

Word Processing: MS Word 2007: Introduction to Word Processing, Toolbars, Ruler, Menus, Keyboard Shortcut.. Previewing documents, Printing documents, Formatting documents, Checking the grammar and spelling, Formatting via find and replace, Using Auto Correct, word count, Hyphenating, Mail merge, mailing Labels Wizards and Templates, Handling Graphics, Tables as Converting a word document into various formats.

MS PowerPoint 2007: Introduction, Elements of Power Point Package, Starting and exploring Power Point menus (Insert, Format, Tools, Slide Show, Window, Help options and all of their features, Options and sub options etc.), Creating, inserting, deleting and formatting slides, Formatting and enhancing text, Slides with graphs.

SECTION- B

Worksheets: MS-EXCEL 2007: Creating worksheet, entering data into worksheet, Entering data into worksheet, Entering, data, dates, alphanumeric, values, saving & quitting worksheet, Opening and moving and existing worksheet, Toolbars and Menus, keyboard shortcut. Working with single and multiple workbooks, working with formulation & cell referencing, formatting of worksheet.

References:

1. MS- Office 2000(For Windows) – By Steve Sagman

B.VOC. (RM-IT) 124 Practical Based on Office Automation

The laboratory course will comprise of exercise to what is learnt under Paper **Office Automation.**

B.VOC. (RM-IT) 125 Practical Based on English

Improvement of LSRW (Listening, Speaking, Reading and Writing) skills.

B.VOC. (RM-IT) 126 Seminar
The students shall be allotted topics pertaining to the area general social, economic and business awareness focusing on the current as well as international trends and developments.

B.VOC. (RM-IT) 127 Projects
Students are required to submit projects based on Retail Management

SEMESTER – 3

B.VOC. (RM-IT) 231 Communication Skills and Personality Development

SECTION – A

Communication: Meaning, Importance, and Process, Objectives of Communication, Effective Communication, Means/ Media and Types of Communication, Channels of Communication, Barriers to Communication, Voice Training, Importance of Feedback. Interview, Report Writing, Speeches and Presentations, Documentation, Business Correspondence: Definition, Importance Business letters: Essential features, Parts and Layout , Types: Purchase order letter, Enquiry Letter, Quotation Letter, Acceptance Letter, Refusal Letter, Follow Up Letter and Cancellation of order letter.

SECTION - B

Personality Development, Types of personality, Dynamics of Personality, Personality Traits, Influences on Personality, Personality Analysis through body language and Individual habits, Physical Aspects of personality, Emotional Stability, Memory Training, Mind and mental development, Mental Blocks, Manners and Art of Living.

References:

1. The Written Word by Vandan R.Singh
2. Business Communication by M.K. Sehgal, Vandana Khetarpal
3. A Course in Communication Skills by Duttetal
4. Succeeding through Communication by Subhash Jagota
5. Personality Development and Soft Skills by Prof. Achhru Singh & Dr. Dharminder Singh Ubha

B.VOC. (RM-IT) 232 Sales Management and Distribution

SECTION - A

Nature and scope of sales management. Recruitment and selection of sales personnel. Training and development of sales personnel. Performance appraisal and motivation sales personnel. Supervision and organization of sales personnel. Sales organization:

SECTION – B

Carving territories, routing and scheduling. Sales quotas, target achievement. Sales forecasting, sales dealer's sales personnel relationship. Selling theories and process. Sales ethics. Distribution, **Distribution channels.**

References:

1. Gupta,S L, 'Sales and Distribution Management, Excel Books
2. Panda, T.K. and Sahadev, S.'Sales and Distribution Management, Oxford University .
3. Havaldar, KK. and Cavale, VM. 'Sales and Distribution Management', TataMcGraw Hill,

B.VOC. (RM-IT) 233 Internet and E-Commerce

SECTION – A

Introduction to E-commerce: Definition of E-commerce, Advantages and disadvantages of E-commerce, E-commerce versus traditional commerce.
Internet and WWW, Electronic commerce framework, Electronic commerce and media convergence, The anatomy of E-commerce applications.
Architectural framework for E-commerce, World Wide Web as the architecture, Web background: Hypertext publishing, Security and the Web.

SECTION – B

Advertising and Marketing on the Internet: The new age information based marketing, Advertising on the Internet – Active or push-based advertising models, Passive or pull-based advertising models. Guidelines for Internet advertising.
Types of Electronic Payment Systems, Smart cards , Debit Cards, Credit card-based electronic payment systems, Risk and electronic payment systems.
Electronic Data Interchange and its applications in business.

1. Ravi Kalakota, Andrew B. Whinston: Frontiers of Electronic Commerce, Addison Wesley.
2. Efraim Turbon, Jae Le, David King, Chung: Electronic Commerce- A managerial perspective, Prentice-Hall International.
3. Gary P. Schneider, James T. Perry: Electronic Commerce

B.VOC. (RM-IT) 234 Practical Based on Internet and E-Commerce

The students are required to know the basics of Internet and HTML concepts

B.VOC. (RM-IT) 235 Workshop Based on Communication Skills and Personality Development

Group Discussion, Debates, Declamation, Preparation of Extempore speech, Stage Confidence.

B.VOC. (RM-IT) 236 Seminar

The students shall be allotted topics pertaining to the area general social, economic and business awareness focusing on the current as well as international trends and developments.
Each student is required to submit a write up on the allotted topic to the teacher concerned and is further required to make a presentation.

B.VOC. (RM-IT) 237 Project

SEMESTER – 4

B.VOC. (RM-IT) 241 General Punjabi

1. ਗੁਰਮੁਖੀ ਵਰਨਮਾਲਾ ਤੇ ਲੇਖਣ ਪ੍ਰਬੰਧ
   (ੳ) ਅੱਖਰ ਸਿੱਖਿਆ : ਤਰਤੀਬ ਤੇ ਭੁਲਾਵੇਂ ਅੱਖਰ
   (ਅ) ਅੱਖਰ ਬਣਤਰ : ਅੱਖਰ ਰੂਪ ਤੇ ਲੇਖਣ ਦੇ ਨਿਯਮ
2. ਗੁਰਮੁਖੀ ਅੱਖਰ ਤੇ ਪੰਜਾਬੀ ਧੁਨੀਆਂ ਦਾ ਪ੍ਰਬੰਧ
   (ੳ) ਸਵਰ ਤੇ ਵਿਅੰਜਣ : ਵਰਗੀਕਰਨ ਦੇ ਸਿੱਧਾਂਤ ਤੇ ਉਚਾਰਨ।
   (ਅ) ਸਵਰ ਸੂਚਕ ਅੱਖਰਾਂ ਤੇ ਧੁਨੀਆਂ ਦੀ ਪਛਾਣ ਤੇ ਵਰਤੋਂ।
   (ੲ) ਵਿਅੰਜਣ ਸੂਚਕ ਅੱਖਰਾਂ ਤੇ ਧੁਨੀਆਂ ਦੀ ਪਛਾਣ ਤੇ ਵਰਤੋਂ।
   (ਸ) ਲਗਾ ਮਾਤਰਾ ਦੀ ਪਛਾਣ ਤੇ ਵਰਤੋਂ।
   (ਹ) ਲਗਾਖਰਾਂ ਦੀ ਪਛਾਣ ਤੇ ਵਰਤੋਂ।
3. ਲਿਪੀ ਦੇ ਅੱਖਰਾਂ ਦੀ ਵਰਤੋਂ ਦੇ ਨਿਯਮ
   (ੳ) ਪੂਰੇ ਤੇ ਅੱਧੇ ਅੱਖਰ ਪਛਾਣ ਤੇ ਵਰਤੋਂ
   (ਅ) ਸਵਰ ਸੂਚਕ ਅੱਖਰਾਂ ਦੀ ਪਛਾਣ ਤੇ ਵਰਤੋਂ
   (ੲ) ਸਵਰ ਵਾਹਕਾਂ ਦੀ ਪਛਾਣ ਤੇ ਵਰਤੋਂ
   (ਸ) ਮਾਤਰਾ ਤੇ ਸਵਰ ਵਾਹਕਾਂ ਦੀ ਸਾਂਝੀ ਵਰਤੋਂ
   (ਹ) ਮਾਤਰਾਂ ਦੀ ਵਿਅੰਜਣ ਸੂਚਕਾਂ ਨਾਲ ਵਰਤੋਂ।
4. ਪੰਜਾਬੀ ਸ਼ਬਦਾਵਲੀ ਨਾਲ ਜਾਣ ਪਛਾਣ
   (ੳ) ਗਿਣਤੀ
   (ਅ) ਹਫਤੇ ਦੇ ਦਿਨ
   (ੲ) ਰੰਗਾਂ ਦੇ ਨਾਂ
   (ਸ) ਪਸ਼ੂ ਪੰਛੀਆਂ ਦੇ ਨਾਂ
   (ਹ) ਪੰਜਾਬੀ ਰਿਸ਼ਤਾ–ਨਾਤਾ ਪ੍ਰਬੰਧ ਦੀ ਸ਼ਬਦਾਵਲੀ
   (ਕ) ਘਰੇਲੂ ਵਸਤਾਂ ਦੀ ਸ਼ਬਦਾਵਲੀ

References:

1. ਸਤਿਨਾਮ ਸਿੰਘ ਸੰਧੂ, ਆਓ ਪੰਜਾਬੀ ਸਿਖੀਏ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2009 (ਹਿੰਦੀ ਤੋਂ ਪੰਜਾਬੀ ਸਿੱਖਣ ਲਈ)
2. ਸਤਿਨਾਮ ਸਿੰਘ ਸੰਧੂ, ਗੁਰਮੁਖੀ ਸਿੱਖੋ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2011 (ਅੰਗਰੇਜੀ ਤੋਂ ਪੰਜਾਬੀ ਸਿੱਖਣ ਲਈ)
3. ਸੀਤਾ ਰਾਮ ਬਾਹਰੀ, ਪੰਜਾਬੀ ਸਿਖੀਏ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2002 (ਹਿੰਦੀ)
4. ਰਾਜਵਿੰਦਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਗਿਆਨ ਸੀ.ਡੀ. (ਕੰਪਿਊਟਰ ਐਪਲੀਕੇਸ਼ਨ ਟੂ–ਲਰਨ ਐਂਡ ਟੀਚ ਪੰਜਾਬੀ) , ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2011

B.VOC. (RM-IT) 242 Consumer Behaviour

SECTION-A

Consumer behaviour, meaning and importance, buying process, factors influencing consumer behaviour. Consumer Behavior: Scope, importance. Market Segmentation:
meaning and bases of segmentation, criteria for effective targeting, implementing segmentation strategies. Individual Determinants of Consumer Behaviour: Motivation: Nature and Types of Motives, Dynamics of motivation, Types of Needs.

SECTION-B

External Influences on Consumer Behaviour: Group behaviour: Meaning and types of group, Influence of Reference Groups, group appeals, Family: Functions of family, Family decision making, Family Life Cycle. Social Class: Categories, Consumer Decision Making Process.

References:

1. Schiffman, L.G. and Kanuk, L.L., 'Consumer Behavior', Pearson Education
2. Batra S and Kazmi S, 'Consumer Behaviour', Excel Books.

B.VOC. (RM-IT) 243 Information Technology for Retail Management

Section A

Overview of DBMS: database concepts, database management systems, database structuring techniques, advantages and disadvantages of DBMS.
Architecture of DBMS: user, software, hardware, DBA and his responsibilities.
Entity Relationship Model: entity, entity set, attributes, tuples, domains, primary key, secondary key, super key, candidate key.
3 Schemas of Database: conceptual schema, internal schema, external schema of DBMS, mapping from internal to conceptual and conceptual to external schema.

Section B

DBMS Models: hierarchical model, network Model, relational Model - their features, structure, advantages, and disadvantages, comparative study of network, hierarchical and relational Models.
MS-ACCESS: Introduction to MS-ACCESS, working with database and tables, queries in MS-ACCESS, applying integrity constraints, introduction to forms, sorting and filtering, controls, Reports and Macro: creating reports, using macros.

References :
1. B.P. Desai, “Database management system” BPB publications, New Delhi.
2. D. Naveen Prakash, “Introduction to Database management” TMH publications, 1993
3. Desai, Galgotia, “Introduction to DBMS Systems”.

B.VOC. (RM-IT) 244 Practical based on IT for Retail Management

Students are required to practices following:

1. Creating tables in MS ACCESS using different ways.
2. Import and export data from MS ACCESS.
3. Creating queries in MS ACCESS for selection, projection, Cartesian product, union, intersection and difference.
4. Creating queries in MS ACCESS for different types of joins.
5. Creating forms in MS ACCESS

B.VOC. (RM-IT) 245 Workshop based on Consumer Behaviour

Relevant Case Studies should be discussed in seminars and questionnaire designing on consumer behaviour and satisfaction.

B.VOC. (RM-IT) 246 Seminar/Project/Viva

The exposure building of students through case studies, presentations, minor projects etc. which should be related to the course of study.
The students are required to submit a report based on minor project and student will go through a viva.

B.VOC. (RM-IT) 247 Minor Industrial Training (2 months) and Presentation.

S

Model Curriculum

Sales Associate

SECTOR : RETAIL

SUB-SECTOR : B2B & B2C

OCCUPATION : STORE OPERATIONS

REF. ID : I/RAS/Q0104 VERSION 1.0

NSQF LEVEL : 4

Skill India

RASCI
Retailers Association's Skill Council of India

N·S·D·C
National Skill Development Corporation
Transforming the skill landscape

Certificate

CURRICULUM COMPLIANCE TO QUALIFICATION PACK – NATIONAL OCCUPATIONAL STANDARDS

is hereby issued by the

RETAILERS ASSOCIATION'S SKILL COUNCIL OF INDIA

for the

MODEL CURRICULUM

Complying to National Occupational Standards of
Job Role/ Qualification Pack: '**Sales Associate**' QP No. '**I/RAS/Q0104 NSQF Level 4**'

Date of Issuance: **May 19th, 2016**

Valid up to: **May 10th, 2018**

** Valid up to the next review date of the Qualification Pack*

Authorised Signatory
(Retailers Association's Skill Council of India)

TABLE OF CONTENTS

1. Curriculum 01

2. Trainer Prerequisites 25

3. Annexure: Assessment Criteria 26

Sales Associate

Curriculum / Syllabus

This program is aimed at training candidates for the job of a "Sales Associate", in the "Retail" Sector/Industry and aims at building the following key competencies amongst the learner

Program Name	**Sales Associate**		
Qualification Pack Name & Reference ID.	Sales Associate I/RAS/Q0104		
Version No.	1.0	**Version Update Date**	26-09-2016
Pre-requisites to Training	10th Pass		
Training Outcomes	**After completing this programme, participants will be able to:** • Process credit applications for purchases • Help keep the store secure • Help maintain healthy and safety • Demonstrate products to customers • Help customers choose right products • Provide specialist support to customers facilitating purchases • Maximise sales of goods & services • Provide personalised sales & post-sales service support • Create a positive image of self & organisation in the customers mind • Resolve customer concerns • Organise the delivery of reliable service • Improve customer relationship • Monitor and solve service concerns • Promote continuous improvement in service • Work affectively in your team • Work affectively in your organisation		

This course encompasses 16 out of 16 National Occupational Standards (NOS) of "Sales Associate" Qualification Pack issued by "Retailers Association's Skill Council of India".

Sr. No.	Module	Key Learning Outcomes	Equipment Required
1	**To process credit applications for purchases** **Theory Duration** (hh:mm) 06:00 **Practical Duration** (hh:mm) 06:00 **Corresponding NOS Code** RAS / N0114	The learners should be able to: • Identify the customer's needs for credit facilities. • Clearly explain to the customer the features and conditions of credit facilities. • Provide enough time and opportunities for the customer to ask for clarification or more information. • Accurately fill in the documents needed to allow the customer to get credit. • Successfully carry out the necessary credit checks and authorisation procedures. • Promptly refer difficulties in processing applications to the right person. The learners should be able to apply knowledge of: • The features and conditions of the credit facilities offered by the company. • Legal and company requirements for giving information to customers when offering them credit facilities. • Legal and company procedures for carrying out credit checks and getting authorisation for credit facilities. • Who to approach for advice and help in sorting out difficulties in processing applications. • Determining the credit worthiness of an individual by using appropriate techniques and tools.	Billing dummy Software; Shelves for Stacking Products ; Shopping Cart; Signage Board Retail; Offer / Policy Signage; Big Poster (at POS) for offer related advertisement; Card Swiping Machine; Gondola; Products for display(Dummy Cameras and Mobiles); Danglers; Coupons and Vouchers; Credit Notes; Currency Notes of different Denominations; Carry Bags; Physical Bill Copy; Bar Code Machine; Fake note detection equipment; Customer Feedback form

Sr. No.	Module	Key Learning Outcomes	Equipment Required
2	**To help keep the store secure** **Theory Duration** (hh:mm) 06:00 **Practical Duration** (hh:mm) 06:00 **Corresponding NOS Code** RAS / N0120	The learners should be able to: • Take prompt and suitable action to reduce security risks as far as possible, where it is within the limits of your responsibility and authority to do so. • Follow company policy and legal requirements when dealing with security risks. • Recognise when security risks are beyond your authority and responsibility to sort out, and report these risks promptly to the right person. • Use approved procedures and techniques for protecting your personal safety when security risks arise. • Follow company policies and procedures for maintaining security while you work. • Follow company policies and procedures for making sure that security will be maintained when you go on your breaks and when you finish work. The learners should be able to apply knowledge of: • The types of security risk that can arise in your workplace. • How much authority and responsibility you have to deal with security risks, including your legal rights and duties. • Company policy and procedures for dealing with security risks in your workplace. • Whom to report security risks to, and how to contact them. • Company policies and procedures for maintaining security while you work. • Company policies and procedures for making sure that security will be maintained when you go on your breaks and when you finish work. • Approved procedures and techniques for protecting your personal safety when security risks arise.	Shelves for Stacking Products ; Shopping Cart; Signage Board Retail; Offer / Policy Signage; Big Poster (at POS) for offer related advertisement; Card Swiping Machine; Gondola; Products for display(Dummy Cameras and Mobiles); Danglers; Coupons and Vouchers; Credit Notes; Currency Notes of different Denominations; Carry Bags; Physical Bill Copy; Bar Code Machine; Fake note detection equipment; Customer Feedback form

Sr. No.	Module	Key Learning Outcomes	Equipment Required
3	**To help maintain healthy and safety** **Theory Duration** (hh:mm) 11:00 **Practical Duration** (hh:mm) 11:00 **Corresponding NOS Code** RAS / N0122	The learners should be able to: • Follow company procedures and legal requirements for dealing with accidents and emergencies. • Speak and behave in a calm way while dealing with accidents and emergencies. • Report accidents and emergencies promptly, accurately and to the right person. • Recognise when evacuation procedures have been started and following company procedures for evacuation. • Follow the health and safety requirements laid down by your company and by law, and encourage colleagues to do the same. Promptly take the approved action to deal with risks if you are authorised to do so. • If you do not have authority to deal with risks, report them promptly to the right person. • Use equipment and materials in line with the manufacturer's instructions. • Identify threatening and violent behaviour, and act promptly to protect staff and customers and to isolate anyone acting violently or making threats • Monitor the working area continually to make sure it is clean and free from dangers • When you cannot control a danger, get advice immediately from the appropriate authority • Give staff training, instructions and information to allow them to do their work safely • Carry out assessments which clearly and accurately identify significant dangers • Review and update assessment procedures to take account of changes in factors affecting health and safety • Record assessments accurately and make the records available to those who need them The learners should be able to apply knowledge of: • Company procedures and legal requirements for dealing with accidents and emergencies. • Reporting accidents and emergencies promotes health and safety. • Legal and company requirements for reporting accidents and emergencies.	Shelves for Stacking Products ; Shopping Cart; Signage Board Retail; Offer / Policy Signage; Big Poster (at POS) for offer related advertisement; Card Swiping Machine; Gondola; Products for display(Dummy Cameras and Mobiles); Danglers; Coupons and Vouchers; Credit Notes; Currency Notes of different Denominations; Carry Bags; Physical Bill Copy; Bar Code Machine; Fake note detection equipment; Customer Feedback form

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		• Company procedures for evacuation, including how the alarm is raised and where emergency exits and assembly points are. • Health and safety requirements laid down by your company and by law. • Setting a good example contributing to health and safety in the workplace. • Authority and responsibility for dealing with health and safety risks, and the importance of not taking on more responsibility than you are authorised to. • Approved procedures for dealing with health and safety risks. • Finding instructions for using equipment and materials. • Techniques for speaking and behaving in a calm way while dealing with accidents and emergencies. • Emergency response techniques. • Using machinery and escape methods to have minimal loss to material and life. • How to identify and control different dangers	
4	**To demonstrate products to customers** **Theory Duration** (hh:mm) 10:00 **Practical Duration** (hh:mm) 10:00 **Corresponding NOS Code** RAS / N0125	The learners should be able to: • Prepare the demonstration area and check that it can be used safely. • Check you have the equipment and products you need to give the demonstration. • Explain the demonstration clearly and accurately to the customer. • Present the demonstration in a logical sequence of steps and stages. • Cover all the features and benefits you think are needed to gain the customer's interest. • Promptly clear away the equipment and products at the end of the demonstration and connect with the customer. The learners should be able to apply knowledge of: • Preparing the demonstration area effectively and checking it is safe. • Organising demonstrations into logical steps and stages, and how this makes demonstrations more effective. • Communicating clear and accurate information during demonstrations.	Shelves for Stacking Products ; Shopping Cart; Signage Board Retail; Offer / Policy Signage; Big Poster (at POS) for offer related advertisement; Card Swiping Machine; Gondola; Products for display(Dummy Cameras and Mobiles); Danglers; Coupons and Vouchers; Credit Notes; Currency Notes of different Denominations; Carry Bags; Physical Bill Copy; Bar Code Machine; Fake note detection equipment; Customer Feedback form

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		• Clearing equipment and products away promptly at the end of the demonstration and connect with the customer. • Demonstrations in promoting and selling products. • Features and benefits of the products you are responsible for demonstrating. • Applicable warranty, replacement / repair. • Annual maintenance costs (if applicable). • How to obtain the equipment and products you need for demonstrations	
5	**To help customers choose right products** **Theory Duration** (hh:mm) 11:00 **Practical Duration** (hh:mm) 11:00 **Corresponding NOS Code** RAS / N0126	The learners should be able to: • Find out which product features and benefits interest individual customers and focus on these when discussing products. • Describe and explain clearly and accurately relevant product features and benefits to customers. • Compare and contrast products in ways that help customers choose the product that best meets their needs. • Check customers' responses to your explanations, and confirm their interest in the product. • Encourage customers to ask questions & respond to their questions, comments & objections in ways that promote sales & goodwill. • Identify suitable opportunities to tell the customer about associated or additional products and do so in a way that promotes sales and goodwill. • Constantly check the store for security, safety and potential sales whilst helping customers. • Give customers enough time to evaluate products and ask questions. • Handle objections and questions in a way that promotes sales and keeps the customer's confidence. • Identify the need for additional and associated products and take the opportunity to increase sales. • Clearly acknowledge the customer's buying decisions. • Clearly explain any customer rights that apply. • Clearly explain to the customer where to pay for their purchases.	Shelves for Stacking Products ; Shopping Cart; Signage Board Retail; Offer / Policy Signage; Big Poster (at POS) for offer related advertisement; Card Swiping Machine; Gondola; Products for display(Dummy Cameras and Mobiles); Danglers; Coupons and Vouchers; Credit Notes; Currency Notes of different Denominations; Carry Bags; Physical Bill Copy; Bar Code Machine; Fake note detection equipment; Customer Feedback form

		The learners should be able to apply knowledge of: • Promoting sales and goodwill. • Helping customers to choose products. • Explaining product features and benefits to customers in ways that they understand and find interesting. • Checking and interpreting customers responses. • Adapting explanations and responding to questions and comments in ways that promote sales and goodwill. • Encourage customers to ask you for clarification and more information. • The risks of not paying attention to the store, in terms of security, safety and lost sales. • Recognising buying signals from customers • Handling objections and questions confidently and effectively. • Legal rights and responsibilities of retailers and customers to do with returning of unsatisfactory goods. • Techniques for closing the sale. • Product features and benefits.	
6	**To provide specialist support to customers facilitating purchases** **Theory Duration** (hh:mm) 15:00 **Practical Duration** (hh:mm) 15:00 **Corresponding NOS Code** RAS / N0127	The learners should be able to: • Talk to customers politely and in ways that promote sales and goodwill. • Use the information the customer gives you to find out what they are looking for. Help the customer understand the features and benefits of the products they have shown an interest in. • Explain clearly and accurately the features and benefits of products and relate these to the customer's needs. • Promote the products that give the best match between the customer's needs and the store's need to make sales. • Spot and use suitable opportunities to promote other products where these will meet the customer's needs. • Control the time you spend with the customer to match the value of the prospective purchase. • Constantly check the store for safety, security and potential sales while helping individual customers. • Find out if the customer is willing to see a demonstration. • Set up demonstrations safely and in a way that disturbs other people as little as possible.	Shelves for Stacking Products ; Shopping Cart; Signage Board Retail; Offer / Policy Signage; Big Poster (at POS) for offer related advertisement; Card Swiping Machine; Gondola; Products for display(Dummy Cameras and Mobiles); Danglers; Coupons and Vouchers; Credit Notes; Currency Notes of different Denominations; Carry Bags; Physical Bill Copy; Bar Code Machine; Fake note detection equipment; Customer Feedback form

		• Check you have everything you need to give an effective demonstration. • Give demonstrations that clearly show the use and value of the product. • Where appropriate, offer customers the opportunity to use the product themselves. • Give the customer enough chance to ask questions about the products or services you are demonstrating to them. • Check that the store will be monitored for security, safety and potential sales while you are carrying out demonstrations. The learners should be able to apply knowledge of: • Helping customers decide what to buy by comparing and contrasting the features, advantages and benefits of products for them. • Giving customers product information that is relevant to their individual needs and interests. • Finding out which product features and benefits interest individual customers. • Adapting your speech, body language and sales style to appeal to different kinds of customer. • Company policy on customer service and how this applies to giving specialist information and advice to customers. • Setting up safe and effective demonstrations of the specialist products you are responsible for promoting. • Keeping the customer interested during demonstrations. • Responding to the customer's comments and questions during demonstrations. • Features and benefits of the specialist products. • Advantages compared with similar products offered by competitors • Up to date product knowledge. • Demonstrations in promoting and selling products. • Your company's brand values in relation to its product offer, pricing and service • Know the customer profiles for the store • How customers' circumstances, such as who they are with or the time of day, affect their willingness to engage in conversation with a salesperson	

		• How to establish and maintain a rapport with individual customers • What related products are available from your organisation that would enhance customers' experience of the products you sell • The importance of maintaining your own enthusiasm for the products you sell • How to search for and evaluate opportunities to maintain your enthusiasm for the products you sell	
7	**To maximise sales of goods & services** **Theory Duration** (hh:mm) 11:00 **Practical Duration** (hh:mm) 11:00 **Corresponding NOS Code** RAS / N0128	The learners should be able to: • Identify promotional opportunities and estimate their potential to increase sales. • Identify promotional opportunities which offer the greatest potential to increase sales. • Report promotional opportunities to the right person. • Fill in the relevant records fully and accurately. • Tell customers about promotions clearly and in a persuasive way. • Identify and take the most effective actions for converting promotional sales into regular future sales. • Gather relevant and accurate information about the effectiveness of promotions, and communicate this information clearly to the right person. • Record clearly and accurately the results of promotions. The learners should be able to apply knowledge of: • Seasonal trends and how they affect opportunities for sales. • Estimating and comparing the potential of promotional opportunities to increase sales. • Whom to approach about promotional opportunities you have identified. • Techniques for building customers' interest in regularly buying in future the product you are promoting. • Evaluating and recording the results of promotions. • The difference between the features and benefits of products. Promoting the features and benefits of products to customers. • Techniques for encouraging customers to buy the product being promoted.	Shelves for Stacking Products ; Shopping Cart; Signage Board Retail; Offer / Policy Signage; Big Poster (at POS) for offer related advertisement; Card Swiping Machine; Gondola; Products for display(Dummy Cameras and Mobiles); Danglers; Coupons and Vouchers; Credit Notes; Currency Notes of different Denominations; Carry Bags; Physical Bill Copy; Bar Code Machine; Fake note detection equipment; Customer Feedback form

8	**To provide personalised sales & post- sales service support** **Theory Duration** (hh:mm) 12:00 **Practical Duration** (hh:mm) 12:00 **Corresponding NOS Code** RAS / N0129 	The learners should be able to: • Use available information in the client records to help you prepare for consultations. • Before starting a consultation, check that the work area is clean and tidy and that all the equipment you need is to hand. • Quickly create a rapport with the client at the start of the consultation. • Talk and behave towards the client in ways that project the company image effectively. • Ask questions that encourage the client to tell you about their buying needs, preferences and priorities. • Where appropriate, tactfully check how much the client wants to spend. • Explain clearly to the client the features and benefits of the products or services you are recommending and relate these to the client's individual needs. • Identify suitable opportunities to sell additional or related products or services that are suited to the client's needs. • Make recommendations to the client in a confident and polite way and without pressurising them. • Pace client consultations so you make good use of your selling time while maintaining good relations with the client. • Meet your company's customer service standards in your dealings with the client. • Follow the company's procedures for keeping client records up-to- date. • Record client information accurately and store it in the right places in your company's system. Keep client information confidential and share it only with people who have a right to it. • Keep to clients' wishes as to how and when you may contact them. • Follow your company's policy and procedures for contacting clients.	Shelves for Stacking Products ; Shopping Cart; Signage Board Retail; Offer / Policy Signage; Big Poster (at POS) for offer related advertisement; Card Swiping Machine; Gondola; Products for display(Dummy Cameras and Mobiles); Danglers; Coupons and Vouchers; Credit Notes; Currency Notes of different Denominations; Carry Bags; Physical Bill Copy; Bar Code Machine; Fake note detection equipment; Customer Feedback form

		• Where you cannot keep promises to clients, tell them promptly and offer any other suitable products or services. The learners should be able to apply knowledge of: • Company's desired image and how to project this to clients. • Using information in client records to prepare for client visits. • Creating and maintaining a rapport with clients, both new and existing. • Types of question to ask clients to find out about their buying needs, preferences and priorities. • Asking clients tactfully how much they want to spend. • Relating the features and benefits of products or services to the client's needs. • Identifying suitable opportunities to sell additional or related products. • Making recommendations to clients in a way that encourages them to take your advice, without pressurising them. • Balancing the need to make immediate sales with the need to maintain good business relations with the client, and how to do so. • Company's customer service standards and how to apply these when providing a personalised service to clients. • Keeping client records up-to-date and store them correctly. • Company procedures for updating client records. • Company systems and procedures for recording and storing client information. • Relevant aspects of the data protection laws and company policy for client confidentiality. • Keeping your promises to clients. • About the brands and services, including: seasonal trends, new brands or services, promotions, stock levels, competitor comparisons, additional services such as store cards, gift wrapping or delivery. • What consultative selling is, and how this is different from other kinds of retail selling • Why you need to keep client records up-to-date and store them correctly • Why you should keep to clients' wishes as to how and when you may contact them	

9	**To create a positive image of self & organisation in the customers mind** **Theory Duration** (hh:mm) 11:00 **Practical Duration** (hh:mm) 11:00 **Corresponding NOS Code** RAS / N0130	The learners should be able to: • Meet your organisation's standards of appearance and behaviour. • Greet your customer respectfully and in a friendly manner. • Communicate with your customer in a way that makes them feel valued and respected. • Identify and confirm your customer's expectations. • Treat your customer courteously and helpfully at all times. • Keep your customer informed and reassured. • Adapt your behaviour to respond effectively to different customer behaviour. • Respond promptly to a customer seeking assistance. • Select the most appropriate way of communicating with your customer. • Check with your customer that you have fully understood their expectations. • Respond promptly and positively to your customers' questions and comments. • Allow your customer time to consider your response and give further explanation when appropriate. • Quickly locate information that will help your customer. • Give your customer the information they need about the services or products offered by your organisation. • Recognise information that your customer might find complicated and check whether they fully understand. • Explain clearly to your customers any reasons why their needs or expectations cannot be met. The learners should be able to apply knowledge of: • Organisation's standards for appearance and behaviour. • Organisation's guidelines for how to recognise what your customer wants and respond appropriately. • Organisation's rules and procedures regarding the methods of communication you use. • Recognising when a customer is angry or confused. • Organisation's standards for timeliness in responding to customer questions and requests for information.	Shelves for Stacking Products ; Shopping Cart; Signage Board Retail; Offer / Policy Signage; Big Poster (at POS) for offer related advertisement; Card Swiping Machine; Gondola; Products for display(Dummy Cameras and Mobiles); Danglers; Coupons and Vouchers; Credit Notes; Currency Notes of different Denominations; Carry Bags; Physical Bill Copy; Bar Code Machine; Fake note detection equipment; Customer Feedback form

10	**To resolve customer concerns** **Theory Duration** (hh:mm) 15:00 **Practical Duration** (hh:mm) 15:00 **Corresponding NOS Code** RAS / N0132	The learners should be able to: • Identify the options for resolving a customer service problem. • Work with others to identify and confirm the options to resolve a customer service problem. • Work out the advantages and disadvantages of each option for your customer and your organisation. • Pick the best option for your customer and your organisation. • Identify for your customer other ways that problems may be resolved if you are unable to help. • Identify the options for resolving a customer service problem. • Work with others to identify and confirm the options to resolve a customer service problem. • Work out the advantages and disadvantages of each option for your customer and your organisation. • Pick the best option for your customer and your organisation. • Identify for your customer other ways that problems may be resolved if you are unable to help. • Discuss and agree the options for solving the problem with your customer. • Take action to implement the option agreed with your customer. • Work with others and your customer to make sure that any promises related to solving the problem are kept. • Keep your customer fully informed about what is happening to resolve problem. • Check with your customer to make sure the problem has been resolved to their satisfaction. • Give clear reasons to your customer when the problem has not been resolved to their satisfaction. • Listen carefully to your customers about any problem they have raised • Ask the customers about the problem to check your understanding • Recognise repeated problems and alert the appropriate authority • Share customer feedback with others to identify potential problems before they happen • Identify problems with systems and procedures before they begin to affect the customers	Shelves for Stacking Products ; Shopping Cart; Signage Board Retail; Offer / Policy Signage; Big Poster (at POS) for offer related advertisement; Card Swiping Machine; Gondola; Products for display(Dummy Cameras and Mobiles); Danglers; Coupons and Vouchers; Credit Notes; Currency Notes of different Denominations; Carry Bags; Physical Bill Copy; Bar Code Machine; Fake note detection equipment; Customer Feedback form

		• Choose the most effective method of communication for dealing with customers when resolving a customer service problem The learners should be able to apply knowledge of: • Listening carefully to customers about problems they have raised. • Asking customers about the problem to check your understanding. • Recognising repeated problems and alerting appropriate authority. • Sharing customer feedback with others to identify potential problems before they happen. • Identifying problems with systems and procedures before they begin to affect your customers. • Organisational procedures and systems for dealing with customer service problems • How to defuse potentially stressful situations • How to negotiate • The limitations of what you can offer your customer • Types of action that may make a customer problem worse and should be avoided • How to choose the most effective method of communication when dealing with customer service problems • How to make best use of remote communications with customers through social media when resolving customer problems	

11	**To organise the delivery of reliable service** **Theory Duration** (hh:mm) 08:00 **Practical Duration** (hh:mm) 08:00 **Corresponding NOS Code** RAS / N0133	The learners should be able to: • Plan, prepare and organise everything you need to deliver a variety of services or products to different types of customers. • Organise what you do to ensure that you are consistently able to give prompt attention to your customers. • Reorganise your work to respond to unexpected additional workloads. Maintain service delivery during very busy periods and unusually quiet periods and when systems, people or resources have let you down. • Consistently meet your customers' expectations. • Balance the time you take with your customers with the demands of other customers seeking your attention. • Respond appropriately to your customers when they make comments about the products or services you are offering. • Alert others to repeated comments made by your customers. • Take action to improve the reliability of your service based on customer comments. • Monitor whether the action you have taken has improved the service you give to your customers. • Record and store customer service information accurately following organisational guidelines. • Select and retrieve customer service information that is relevant, sufficient and in an appropriate format. • Quickly locate information that will help solve a customer's query. • Supply accurate customer service information to others using the most appropriate method of communication. • Identify when you could have given better service to your customers and how your service could have been improved The learners should be able to apply knowledge of: • Having reliable and fast information for your customers and your organisation. • Organisational procedures and systems for delivering customer service	Shelves for Stacking Products ; Shopping Cart; Signage Board Retail; Offer / Policy Signage; Big Poster (at POS) for offer related advertisement; Card Swiping Machine; Gondola; Products for display(Dummy Cameras and Mobiles); Danglers; Coupons and Vouchers; Credit Notes; Currency Notes of different Denominations; Carry Bags; Physical Bill Copy; Bar Code Machine; Fake note detection equipment; Customer Feedback form

		• Identifying useful customer feedback. • Communicating feedback from customers to others. • Organisational procedures and systems for recording, storing, retrieving and supplying customer service information. • Legal and regulatory requirements regarding the storage of data. • CRM software to capture customer feedback and draw analysis. • Your organisation's services or products • Your organisation's requirements for health and safety in your area of work	
12	**To improve customer relationship** **Theory Duration** (hh:mm) 12:00 **Practical Duration** (hh:mm) 12:00 **Corresponding NOS Code** RAS / N0134	The learners should be able to: • Select and use the best method of communication to meet your customers' expectations. • Take the initiative to contact your customers to update them when things are not going to plan or when you require further information. • Adapt your communication to respond to individual customers' feelings. • Meet your customers' expectations within your organisation's service offer. • Explain the reasons to your customers sensitively and positively when their expectations cannot be met. • Identify alternative solutions for your customers either within or outside the organisation. • Identify the costs and benefits of these solutions to your organisation and to your customers. • Negotiate and agree solutions with your customers which satisfy them and are acceptable to your organisation. • Take action to satisfy your customers with the agreed solution. • Make extra efforts to improve your relationship with your customers. • Recognise opportunities to exceed your customers' expectations.	Shelves for Stacking Products ; Shopping Cart; Signage Board Retail; Offer / Policy Signage; Big Poster (at POS) for offer related advertisement; Card Swiping Machine; Gondola; Products for display(Dummy Cameras and Mobiles); Danglers; Coupons and Vouchers; Credit Notes; Currency Notes of different Denominations; Carry Bags; Physical Bill Copy; Bar Code Machine; Fake note detection equipment; Customer Feedback form

		• Take action to exceed your customers' expectations within the limits of your own authority. • Gain the help and support of others to exceed your customers' expectations. • Monitor information about your interaction with customers using all available information channels The learners should be able to apply knowledge of: • Making best use of the method of communication chosen for dealing with customers. • Negotiating effectively with customers. • Assessing the costs and benefits to your customer and your organisation of any unusual agreement you make. • Customer loyalty and/or improved internal customer relationships to your organisation. • How to monitor information about your interaction with customers from every available source including internet communication channels and social media platforms	
13	**To monitor and solve service concerns** **Theory Duration** (hh:mm) 10:00 **Practical Duration** (hh:mm) 10:00 **Corresponding NOS Code** RAS / N0135	The learners should be able to: • Respond positively to customer service problems following organisational guidelines. • Solve customer service problems when you have sufficient authority. • Work with others to solve customer service problems. • Keep customers informed of the actions being taken. Check with customers that they are comfortable with the actions being taken. • Solve problems with service systems and procedures that might affect customers before they become aware of them. • Inform managers and colleagues of the steps taken to solve specific problems. • Identify repeated customer service problems.	Shelves for Stacking Products ; Shopping Cart; Signage Board Retail; Offer / Policy Signage; Big Poster (at POS) for offer related advertisement; Card Swiping Machine; Gondola; Products for display(Dummy Cameras and Mobiles); Danglers; Coupons and Vouchers; Credit Notes; Currency Notes of different Denominations; Carry Bags; Physical Bill Copy; Bar Code Machine; Fake note detection equipment; Customer Feedback form

		• Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option. • Work with others to select best options for solving repeated customer service problems, balancing customer expectations with needs of your organisation. • Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated. • Action your agreed solution. • Keep your customers informed in a positive and clear manner of steps being taken to solve any service problems. • Monitor the changes you have made and adjust them if appropriate. The learners should be able to apply knowledge of: • Organisational procedures and systems for dealing with customer service problems. • Organisational procedures and systems for identifying repeated customer service problems. • How successful resolution of customer service problems contributes to customer loyalty with external customer & improved working relationships with service partners or internal customers. • How to negotiate with and reassure customers while their problems are being solved. • Possible consequences of repeated customer service failure • Impact of repeated customer service problems on contracts or other agreements with customers	

14	**To promote continuous improvement in service** **Theory Duration** (hh:mm) 09:00 **Practical Duration** (hh:mm) 09:00 **Corresponding NOS Code** RAS / N0136	The learners should be able to: • Gather feedback from customers that will help to identify opportunities for customer service improvement. • Analyse and interpret feedback to identify opportunities for customer service improvements and propose changes. • Discuss with others the potential effects of any proposed changes for your customers and your organisation. • Negotiate changes in customer service systems & improvements with somebody of sufficient authority to approve trial / full implementation of the change. • Organise the implementation of authorised changes. • Implement the changes following organisational guidelines. • Inform people inside and outside your organisation who need to know of the changes being made and the reasons for them. • Monitor early reactions to changes and make appropriate fine-tuning adjustments. • Collect and record feedback on the effects of changes. • Analyse and interpret feedback and share your findings on the effects of changes with others. • Summarise the advantages and disadvantages of the changes. • Use your analysis and interpretation of changes to identify opportunities for further improvement. Present these opportunities to somebody with sufficient authority to make them happen. The learners should be able to apply knowledge of: • Service improvements affecting the balance between overall customer satisfaction, costs of providing service & regulatory needs. • How customer experience is influenced by the way service is delivered. • Collecting, analysing and presenting customer feedback. • Making a business case to others to bring about change in the products or services you offer. • How developments in communication channels such as social media present opportunities for customer service improvements	Shelves for Stacking Products ; Shopping Cart; Signage Board Retail; Offer / Policy Signage; Big Poster (at POS) for offer related advertisement; Card Swiping Machine; Gondola; Products for display(Dummy Cameras and Mobiles); Danglers; Coupons and Vouchers; Credit Notes; Currency Notes of different Denominations; Carry Bags; Physical Bill Copy; Bar Code Machine; Fake note detection equipment; Customer Feedback form

15	**To work affectively in your team** **Theory Duration** (hh:mm) 07:00 **Practical Duration** (hh:mm) 07:00 **Corresponding NOS Code** RAS / N0137	The learners should be able to: • Display courteous and helpful behaviour at all times. • Take opportunities to enhance the level of assistance offered to colleagues. • Meet all reasonable requests for assistance within acceptable workplace timeframes. • Complete allocated tasks as required. • Seek assistance when difficulties arise. • Use questioning techniques to clarify instructions or responsibilities. • Identify and display a non- discriminatory attitude in all contacts with customers and other staff members. • Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact. • Follow personal hygiene procedures according to organisational policy and relevant legislation. Interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task. • Interpret, confirm and act on legal requirements in regard to anti-discrimination, sexual harassment and bullying. • Ask questions to seek and clarify workplace information. • Plan and organise daily work routine within the scope of the job role. • Prioritise and complete tasks according to required timeframes. • Identify work and personal priorities and achieve a balance between competing priorities. • Discuss and sort out difficulties in working together in a polite and constructive way • Follow instructions for safeguarding health and safety as you work The learners should be able to apply knowledge of: • The policies and procedures relating to the job role. • The value system of the organisation. • Employee rights and obligations. • The reporting hierarchy and escalation matrix. • Ask questions to identify and confirm requirements.	Shelves for Stacking Products ; Shopping Cart; Signage Board Retail; Offer / Policy Signage; Big Poster (at POS) for offer related advertisement; Card Swiping Machine; Gondola; Products for display(Dummy Cameras and Mobiles); Danglers; Coupons and Vouchers; Credit Notes; Currency Notes of different Denominations; Carry Bags; Physical Bill Copy; Bar Code Machine; Fake note detection equipment; Customer Feedback form

		• Follow routine instructions through clear and direct communication. • Use language and concepts appropriate to cultural differences. • Use and interpret non-verbal communication. • The scope of information or materials required within the parameters of the job role. • Consequences of poor team participation on job outcomes. • Work health and safety requirements. How to keep track of how much work you have to do and how long it is likely to take • How to ask for help in ways that make your needs clear while respecting the other person's needs and priorities • Why you should offer help to colleagues and respond positively to requests for help, whenever possible • Why you need to balance being helpful to colleagues with completing your own work • How to refuse requests for help, when necessary, in ways that show respect for the other person and maintain good working relationships • How to let colleagues know when their behaviour is bothering you, in ways that encourage constructive discussion • How to encourage constructive discussion when colleagues are upset with you • Who to approach for advice and help if you are experiencing difficulties in working with colleagues • How the law and your organisation define discrimination, bullying and harassment • Company procedures for dealing with discrimination, bullying and harassment	

16	**To work affectively in your organisation** **Theory Duration** (hh:mm) 06:00 **Practical Duration** (hh:mm) 06:00 **Corresponding NOS Code** RAS / N0138	The learners should be able to: • Share work fairly with colleagues, taking account of your own and others' preferences, skills and time available. • Make realistic commitments to colleagues and do what you have promised you will do. • Let colleagues know promptly if you will not be able to do what you have promised and suggest suitable alternatives. Encourage and support colleagues when working conditions are difficult. • Encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect. • Follow the company's health and safety procedures as you work. • Discuss and agree with the right people goals that are relevant, realistic and clear. • Identify the knowledge and skills you will need to achieve your goals. • Agree action points and deadlines that are realistic, taking account of your past learning experiences and the time and resources available for learning. • Regularly check your progress and, when necessary, change the way you work. • Ask for feedback on your progress from those in a position to give it, and use their feedback to improve your performance. • Encourage colleagues to ask you for work-related information or advice that you are likely to be able to provide. • Notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice. • Give clear, accurate and relevant information and advice relating to tasks and procedures. • Explain and demonstrate procedures clearly, accurately and in a logical sequence. • Encourage colleagues to ask questions if they don't understand the information and advice you give them. • Give colleagues opportunities to practise new skills, and give constructive feedback. • Check that health, safety and security are not compromised when you are helping others to learn.	Shelves for Stacking Products ; Shopping Cart; Signage Board Retail; Offer / Policy Signage; Big Poster (at POS) for offer related advertisement; Card Swiping Machine; Gondola; Products for display(Dummy Cameras and Mobiles); Danglers; Coupons and Vouchers; Credit Notes; Currency Notes of different Denominations; Carry Bags; Physical Bill Copy; Bar Code Machine; Fake note detection equipment; Customer Feedback form

		• Ask colleagues promptly and politely for the help and information you need to do your work • Ask a suitable person for advice about any problems in working with colleagues that you can't resolve yourself The learners should be able to apply knowledge of: • Team's purpose, aims and targets. • Responsibility for contributing to the team's success. • Colleagues' roles and main responsibilities. • The importance of sharing work fairly with colleagues. • Factors that can affect your own and colleagues' willingness to carry out work, including skills and existing workload. • The importance of being a reliable team member. • Factors to take account of when making commitments, including your existing workload and the degree to which interruptions and changes of plan are within your control. • The importance of maintaining team morale, the circumstances when morale is likely to flag, and the kinds of encouragement and support that are likely to be valued by colleagues. • The importance of good working relations, and techniques for removing tension between colleagues. • The importance of following the company's policies and procedures for health and safety, including setting a good example to colleagues. • Who can help you set goals, help you plan your learning, and give you feedback about your progress. • Identifying the knowledge and skills you will need to achieve your goals. • Checking your progress. • Adjusting plans as needed to meet goals. • Asking for feedback on progress. • Responding positively. • Helping others to learn in the workplace. • Working out what skills and knowledge you can usefully share with others. • Health, safety and security risks that are likely to arise when people are learning on the job, and how to reduce these risks.	

		• How to keep track of how much work you have to do and how long it is likely to take • Why you should ask for help and information from colleagues when you need it • How to ask for help in ways that make your needs clear while respecting the other person's needs and priorities • Why you should offer help to colleagues and respond positively to requests for help, whenever possible • Why you need to balance being helpful to colleagues with completing your own work • Who to approach for advice and help if you are experiencing difficulties in working with colleagues • How the law and your organisation define discrimination, bullying and harassment • Company procedures for dealing with discrimination, bullying and harassment • Why you must always follow instructions for safeguarding health and safety as you work	
	Total Duration **Theory Duration** **160:00** **Practical Duration** **160:00**	**Unique Equipment Required:** • Shelves for Stacking Products • Billing dummy Software • Shopping Cart • Signage Board Retail • Offer / Policy Signage • Big Poster (at POS) for offer related advertisement • Card Swiping Machine • Gondola • Products for display (Dummy Cameras and Mobiles) • Danglers • Coupons and Vouchers • Credit Notes • Currency Notes of different Denominations • Carry Bags • Physical Bill Copy • Bar Code Machine • Fake note detection equipment • Customer Feedback form	

QP (Sales Associate) Course Duration : 320 Hrs.

Pre- Departure Training/ Language Skills & Middle East cultural Imbibition Skills Duration : 120 Hrs. (approx.)
Grand Total Course Duration: 440 Hours 00 Minutes

(This syllabus/ curriculum has been approved by Retailers Association's Skill Council of India)

Trainer Prerequisites for Job role: "Sales Associate" mapped to Qualification Pack: "I/RAS/Q0104 VERSION 1.0"

Sr. No.	Area	Details
1	**Job Description**	Individual in this position should be able to train and skill candidates as per Qualification Pack by using effective methodology for the target audience/candidates whilst ensuing consistently high pass percentage.
2	**Personal Attributes**	Individual in this position should exhibits below mentioned attributes: • Should be subject knowledge / matter expert • Ability to disseminate knowledge • Effective communication skills and proven integrity, as well as sincerity • Ability to conduct interactive training program and concentrate on details • High sense of thoughtfulness in a habitually active environment • Multi-talented and resourceful ability when handling different tasks • Highly skilled in promoting friendly atmosphere and efficient in managing learners • Knowledge and ability to use different training methodologies aligned with audience profile
3	**Minimum Educational Qualifications**	10^{th} standard pass with minimum 2yrs work experience in retail store operations or sales or training.
4a	**Domain Certification**	Certified for Job Role: "Sales Associate" mapped to QP "I/RAS/Q0104 VERSION 1.0". Minimum accepted score of 80% or as per RASCI guidelines.
4b	**Platform Certification**	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "SSC/1402". Minimum accepted score of 80% or as per RASCI guidelines.
5	**Experience**	Minimum 2yrs work experience in retail store operations or sales or training.

Annexure: Assessment Criteria

Assessment Criteria for Sales Associate	
Job Role	Sales Associate
Qualification Pack	I/RAS/Q0104 VERSION 1.0
Sector Skill Council	Retailers Association's Skill Council of India

Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by Retailers Association's Skill Council of India. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre
4	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criteria
5	To pass the Qualification Pack, every trainee should score a minimum marks as mentioned in respective QP

ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
RAS / N0114 To process credit applications for purchases	PC1. Identify the customer's needs for credit facilities.	100	15	7.5	7.5
	PC2. Clearly explain to the customer the features and conditions of credit facilities.		20	10	10
	PC3. Provide enough time and opportunities for the customer to ask for clarification or more information.		15	7.5	7.5
	PC4. Accurately fill in the documents needed to allow the customer to get credit.		20	10	10
	PC5. Successfully carry out the necessary credit checks and authorisation procedures.		15	7.5	7.5
	PC6.Promptly refer difficulties in processing applications to the right person		15	7.5	7.5
	Total	NOS Total	100	50	50
RAS / N0120 To help keep the store secure	PC1. Take prompt and suitable action to reduce security risks as far as possible, where it is within the limits of your responsibility and authority to do so.	100	15	7.5	7.5
	PC2. Follow company policy and legal requirements when dealing with security risks.		20	10	10
	PC3. Recognise when security risks are beyond your authority and responsibility to sort out, and report these risks promptly to the right person.		15	7.5	7.5
	PC4. Use approved procedures and techniques for protecting your personal safety when security risks arise.		20	10	10
	PC5. Follow company policies and procedures for maintaining security while you work.		15	7.5	7.5
	PC6.Follow company policies and procedures for making sure that security will be maintained when you go on your breaks and when you finish work		15	7.5	7.5
	Total	NOS Total	100	50	50

ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
RAS / N0122 To help maintain healthy and safety	PC1. Follow company procedures and legal requirements for dealing with accidents and emergencies.	100	10	5	5
	PC2. Speak and behave in a calm way while dealing with accidents and emergencies.		5	2.5	2.5
	PC3. Report accidents and emergencies promptly, accurately and to the right person.		10	5	5
	PC4.Recognise when evacuation procedures have been started and following company procedures for evacuation		5	2.5	2.5
	PC1. Follow the health and safety requirements laid down by your company and by law, and encourage colleagues to do the same.		5	2.5	2.5
	PC2. Promptly take the approved action to deal with risks if you are authorised to do so.		5	2.5	2.5
	PC3. If you do not have authority to deal with risks, report them promptly to the right person.		5	2.5	2.5
	PC4. Use equipment and materials in line with the manufacturer's instructions.		5	2.5	2.5
	P5. Identify threatening and violent behaviour, and act promptly to protect staff and customers and to isolate anyone acting violently or making threats		5	2.5	2.5
	P1. Monitor the working area continually to make sure it is clean and free from dangers		5	2.5	2.5
	P2. When you cannot control a danger, get advice immediately from the appropriate authority		5	2.5	2.5
	P3. Give staff training, instructions and information to allow them to do their work safely		10	5	5
	P6. Carry out assessments which clearly and accurately identify significant dangers		10	5	5
	P8. Review and update assessment procedures to take account of changes in factors affecting health and safety		10	5	5
	P9. Record assessments accurately and make the records available to those who need them		5	2.5	2.5
	Total	NOS Total	100	50	50
RAS / N0125 To demonstrate products to customers	PC1. Prepare the demonstration area and check that it can be used safely.	100	15	7.5	7.5
	PC2. Check you have the equipment and products you need to give the demonstration.		15	7.5	7.5
	PC3. Explain the demonstration clearly and accurately to the customer.		20	10	10
	PC4. Present the demonstration in a logical sequence of steps and stages.		15	7.5	7.5
	PC5. Cover all the features and benefits you think are needed to gain the customer's interest.		15	7.5	7.5
	PC6.Promptly clear away the equipment and products at the end of the demonstration and connect with the customer		20	10	10
	Total	NOS Total	100	50	50

ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
RAS / N0126 To help customers choose right products	PC1. Find out which product features and benefits interest individual customers and focus on these when discussing products.	100	10	5	5
	PC2. Describe and explain clearly and accurately relevant product features and benefits to customers.		10	5	5
	PC3. Compare and contrast products in ways that help customers choose the product that best meets their needs.		5	2.5	2.5
	PC4. Check customers' responses to your explanations, and confirm their interest in the product.		5	2.5	2.5
	PC5. Encourage customers to ask questions & respond to their questions, comments & objections in ways that promote sales & goodwill.		5	2.5	2.5
	PC6. Identify suitable opportunities to tell the customer about associated or additional products and do so in a way that promotes sales and goodwill.		5	2.5	2.5
	PC7. Constantly check the store for security, safety and potential sales whilst helping customers.		10	5	5
	PC1. Give customers enough time to evaluate products and ask questions.		10	5	5
	PC2. Handle objections and questions in a way that promotes sales and keeps the customer's confidence.		10	5	5
	PC3. Identify the need for additional and associated products and take the opportunity to increase sales.		10	5	5
	PC4. Clearly acknowledge the customer's buying decisions.		10	5	5
	PC5. Clearly explain any customer rights that apply.		5	2.5	2.5
	PC6.Clearly explain to the customer where to pay for their purchases.		5	2.5	2.5
	Total	NOS Total	100	50	50
RAS / N0127 To provide specialist support to customers facilitating purchases	PC1. Talk to customers politely and in ways that promote sales and goodwill.	100	10	5	5
	PC2. Use the information the customer gives you to find out what they are looking for.		5	2.5	2.5
	PC3. Help the customer understand the features and benefits of the products they have shown an interest in.		5	2.5	2.5
	PC4. Explain clearly and accurately the features and benefits of products and relate these to the customer's needs.		10	5	5
	PC5. Promote the products that give the best match between the customer's needs and the store's need to make sales.		5	2.5	2.5
	PC6. Spot and use suitable opportunities to promote other products where these will meet the customer's needs.		5	2.5	2.5
	PC7. Control the time you spend with the customer to match the value of the prospective purchase.		10	5	5

ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	PC8. Constantly check the store for safety, security and potential sales while helping individual customers.		5	2.5	2.5
	PC1. Find out if the customer is willing to see a demonstration.		5	2.5	2.5
	PC2. Set up demonstrations safely and in a way that disturbs other people as little as possible.		5	2.5	2.5
	PC3. Check you have everything you need to give an effective demonstration.		5	2.5	2.5
	PC4. Give demonstrations that clearly show the use and value of the product.		10	5	5
	PC5. Where appropriate, offer customers the opportunity to use the product themselves.		5	2.5	2.5
	PC6. Give the customer enough chance to ask questions about the products or services you are demonstrating to them.		5	2.5	2.5
	PC7.Check that the store will be monitored for security, safety and potential sales while you are carrying out demonstrations.		10	5	5
	Total	NOS Total	100	50	50
RAS / N0128 To maximise sales of goods & services	PC1. Identify promotional opportunities and estimate their potential to increase sales.	100	15	7.5	7.5
	PC2. Identify promotional opportunities which offer the greatest potential to increase sales.		10	5	5
	PC3. Report promotional opportunities to the right person.		15	7.5	7.5
	PC4.Fill in the relevant records fully and accurately		15	7.5	7.5
	PC1. Tell customers about promotions clearly and in a persuasive way.		10	5	5
	PC2. Identify and take the most effective actions for converting promotional sales into regular future sales.		15	7.5	7.5
	PC3. Gather relevant and accurate information about the effectiveness of promotions, and communicate this information clearly to the right person.		10	5	5
	PC4.Record clearly and accurately the results of promotions		10	5	5
	Total	NOS Total	100	50	50
RAS / N0129 To provide personalised sales & post-sales service support	PC1. Use available information in the client records to help you prepare for consultations.	100	5	2.5	2.5
	PC2. Before starting a consultation, check that the work area is clean and tidy and that all the equipment you need is to hand.		5	2.5	2.5
	PC3. Quickly create a rapport with the client at the start of the consultation.		5	2.5	2.5
	PC4. Talk and behave towards the client in ways that project the company image effectively.		10	5	5
	PC5. Ask questions that encourage the client to tell you about their buying needs, preferences and priorities.		5	2.5	2.5
	PC6. Where appropriate, tactfully check how much the client wants to spend.		5	2.5	2.5

ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	PC7. Explain clearly to the client the features and benefits of the products or services you are recommending and relate these to the client's individual needs.		10	5	5
	PC8. Identify suitable opportunities to sell additional or related products or services that are suited to the client's needs.		5	2.5	2.5
	PC9. Make recommendations to the client in a confident and polite way and without pressurising them.		5	2.5	2.5
	PC10. Pace client consultations so you make good use of your selling time while maintaining good relations with the client.		5	2.5	2.5
	PC11.Meet your company's customer service standards in your dealings with the client.		5	2.5	2.5
	PC1. Follow the company's procedures for keeping client records up-to-date.		5	2.5	2.5
	PC2. Record client information accurately and store it in the right places in your company's system.		5	2.5	2.5
	PC3. Keep client information confidential and share it only with people who have a right to it.		5	2.5	2.5
	PC4. Keep to clients' wishes as to how and when you may contact them.		10	5	5
	PC5. Follow your company's policy and procedures for contacting clients.		5	2.5	2.5
	PC6.Where you cannot keep promises to clients, tell them promptly and offer any other suitable products or services.		5	2.5	2.5
	Total	NOS Total	100	50	50
RAS / N0130 To create a positive image of self & organisation in the customers mind	PC1. Meet your organisation's standards of appearance and behaviour.	100	5	2.5	2.5
	PC2. Greet your customer respectfully and in a friendly manner.		5	2.5	2.5
	PC3. Communicate with your customer in a way that makes them feel valued and respected.		10	5	5
	PC4. Identify and confirm your customer's expectations.		5	2.5	2.5
	PC5. Treat your customer courteously and helpfully at all times.		5	2.5	2.5
	PC6. Keep your customer informed and reassured.		5	2.5	2.5
	PC7. Adapt your behaviour to respond effectively to different customer behaviour.		10	5	5
	PC1. Respond promptly to a customer seeking assistance.		5	2.5	2.5
	PC2. Select the most appropriate way of communicating with your customer.		5	2.5	2.5
	PC3. Check with your customer that you have fully understood their expectations.		5	2.5	2.5
	PC4. Respond promptly and positively to your customers' questions and comments.		10	5	5

ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	PC5.Allow your customer time to consider your response and give further explanation when appropriate		5	2.5	2.5
	PC1. Quickly locate information that will help your customer.		5	2.5	2.5
	PC2. Give your customer the information they need about the services or products offered by your organisation.		10	5	5
	PC3. Recognise information that your customer might find complicated and check whether they fully understand.		5	2.5	2.5
	PC4.Explain clearly to your customers any reasons why their needs or expectations cannot be met		5	2.5	2.5
	Total	NOS Total	100	50	50
RAS / N0132 To resolve customer concerns	PC1. Identify the options for resolving a customer service problem.	100	10	5	5
	PC2. Work with others to identify and confirm the options to resolve a customer service problem.		5	2.5	2.5
	PC3. Work out the advantages and disadvantages of each option for your customer and your organisation.		5	2.5	2.5
	PC4. Pick the best option for your customer and your organisation.		5	2.5	2.5
	PC5. Identify for your customer other ways that problems may be resolved if you are unable to help		5	2.5	2.5
	PC1. Discuss and agree the options for solving the problem with your customer.		5	2.5	2.5
	PC2. Take action to implement the option agreed with your customer.		5	2.5	2.5
	PC3. Work with others and your customer to make sure that any promises related to solving the problem are kept.		5	2.5	2.5
	PC4. Keep your customer fully informed about what is happening to resolve problem.		5	2.5	2.5
	PC5. Check with your customer to make sure the problem has been resolved to their satisfaction.		5	2.5	2.5
	PC6. Give clear reasons to your customer when the problem has not been resolved to their satisfaction		5	2.5	2.5
	P1. Listen carefully to your customers about any problem they have raised		5	2.5	2.5
	P2. Ask your customers about the problem to check your understanding		5	2.5	2.5
	P3. Recognise repeated problems and alert the appropriate authority		10	2.5	2.5
	P4. Share customer feedback with others to identify potential problems before they happen		5	2.5	2.5

ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	P5. Identify problems with systems and procedures before they begin to affect your customers		5	2.5	2.5
	P7. Choose the most effective method of communication for dealing with your customer when resolving a customer service problem		5	2.5	2.5
	Total	NOS Total	100	50	50
RAS / N0133 To organise the delivery of reliable service	PC1. Plan, prepare and organise everything you need to deliver a variety of services or products to different types of customers.	100	5	2.5	2.5
	PC2. Organise what you do to ensure that you are consistently able to give prompt attention to your customers.		5	2.5	2.5
	PC3.Reorganise your work to respond to unexpected additional workloads		5	2.5	2.5
	PC1. Maintain service delivery during very busy periods and unusually quiet periods and when systems, people or resources have let you down.		10	5	5
	PC2. Consistently meet your customers' expectations.		10	5	5
	PC3. Balance the time you take with your customers with the demands of other customers seeking your attention.		5	2.5	2.5
	PC4. Respond appropriately to your customers when they make comments about the products or services you are offering.		10	5	5
	PC5. Alert others to repeated comments made by your customers.		5	2.5	2.5
	PC6. Take action to improve the reliability of your service based on customer comments.		5	2.5	2.5
	PC7.Monitor whether the action you have taken has improved the service you give to your customers.		10	5	5
	PC1. Record and store customer service information accurately following organisational guidelines.		5	2.5	2.5
	PC2. Select and retrieve customer service information that is relevant, sufficient and in an appropriate format.		10	5	5
	PC3. Quickly locate information that will help solve a customer's query.		5	2.5	2.5

ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	PC4.Supply accurate customer service information to others using the most appropriate method of communication		5	2.5	2.5
	P13. Identify when you could have given better service to your customers and how your service could have been improved		5	2.5	2.5
	Total	NOS Total	100	50	50
RAS / N0134 To improve customer relationship	PC1. Select and use the best method of communication to meet your customers' expectations.	100	10	5	5
	PC2. Take the initiative to contact your customers to update them when things are not going to plan or when you require further information.		5	2.5	2.5
	PC3.Adapt your communication to respond to individual customers' feelings		10	5	5
	PC1. Meet your customers' expectations within your organisation's service offer.		5	2.5	2.5
	PC2. Explain the reasons to your customers sensitively and positively when their expectations cannot be met.		10	5	5
	PC3. Identify alternative solutions for your customers either within or outside the organisation.		5	2.5	2.5
	PC4. Identify the costs and benefits of these solutions to your organisation and to your customers.		10	5	5
	PC5.Negotiate and agree solutions with your customers which satisfy them and are acceptable to your organisation		5	2.5	2.5
	PC6.Take action to satisfy your customers with the agreed solution		5	2.5	2.5
	PC1. Make extra efforts to improve your relationship with your customers.		5	2.5	2.5
	PC2. Recognise opportunities to exceed your customers' expectations.		10	5	5
	PC3. Take action to exceed your customers' expectations within the limits of your own authority.		10	5	5
	PC4.Gain the help and support of others to exceed your customers' expectations		5	2.5	2.5
	P4 Monitor information about your interaction with customers using all available information channels		5	2.5	2.5
	Total	NOS Total	100	50	50
RAS / N0135 To monitor and solve service concerns	PC1. Respond positively to customer service problems following organisational guidelines.	100	10	5	5
	PC2. Solve customer service problems when you have sufficient authority.		5	2.5	2.5
	PC3. Work with others to solve customer service problems.		5	2.5	2.5
	PC4. Keep customers informed of the actions being taken.		10	5	5
	PC5. Check with customers that they are comfortable with the actions being taken.		5	2.5	2.5

ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	PC6. Solve problems with service systems and procedures that might affect customers before they become aware of them.		5	2.5	2.5
	PC7.Inform managers and colleagues of the steps taken to solve specific problems		5	2.5	2.5
	PC1. Identify repeated customer service problems.		5	2.5	2.5
	PC2. Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option.		10	5	5
	PC3.Work with others to select best options for solving repeated customer service problems, balancing customer expectations with needs of your organisation		5	2.5	2.5
	PC1. Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated.		5	2.5	2.5
	PC2. Action your agreed solution.		10	5	5
	PC3. Keep your customers informed in a positive and clear manner of steps being taken to solve any service problems.		10	5	5
	PC4.Monitor the changes you have made and adjust them if appropriate		10	5	5
	Total	NOS Total	100	50	50
RAS / N0136 To promote continuous improvement in service	PC1. Gather feedback from customers that will help to identify opportunities for customer service improvement.	100	10	5	5
	PC2. Analyse and interpret feedback to identify opportunities for customer service improvements and propose changes.		5	2.5	2.5
	PC3. Discuss with others the potential effects of any proposed changes for your customers and your organisation.		5	2.5	2.5
	PC4.Negotiate changes in customer service systems & improvements with somebody of sufficient authority to approve trial / full implementation of the change.		10	5	5
	PC1. Organise the implementation of authorised changes.		5	2.5	2.5
	PC2. Implement the changes following organisational guidelines.		5	2.5	2.5
	PC3. Inform people inside and outside your organisation who need to know of the changes being made and the reasons for them.		10	5	5
	PC4.Monitor early reactions to changes and make appropriate fine-tuning adjustments.		5	2.5	2.5
	PC1. Collect and record feedback on the effects of changes.		10	5	5
	PC2. Analyse and interpret feedback and share your findings on the effects of changes with others.		5	2.5	2.5
	PC3. Summarise the advantages and disadvantages of the changes.		10	5	5

ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	PC4. Use your analysis and interpretation of changes to identify opportunities for further improvement.		10	5	5
	PC5.Present these opportunities to somebody with sufficient authority to make them happen		10	5	5
	Total	NOS Total	100	50	50
RAS / N0137 To work effectively in your team	PC1. Display courteous and helpful behaviour at all times.	100	10	5	5
	PC2. Take opportunities to enhance the level of assistance offered to colleagues		5	2.5	2.5
	PC3. Meet all reasonable requests for assistance within acceptable workplace timeframes.		5	2.5	2.5
	PC4.Complete allocated tasks as required		5	2.5	2.5
	PC5. Seek assistance when difficulties arise.		5	2.5	2.5
	PC6.Use questioning techniques to clarify instructions or responsibilities		5	2.5	2.5
	PC7. Identify and display a non discriminatory attitude in all contacts with customers and other staff members		5	2.5	2.5
	PC1. Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact.		5	2.5	2.5
	PC2.Follow personal hygiene procedures according to organisational policy and relevant legislation		5	2.5	2.5
	PC1. Interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task.		10	5	5
	PC2. Interpret, confirm and act on legal requirements in regard to anti-		5	2.5	2.5
	PC3. Ask questions to seek and clarify workplace information.		5	2.5	2.5
	PC4. Plan and organise daily work routine within the scope of the job role.		10	5	5
	PC5. Prioritise and complete tasks according to required timeframes.		5	2.5	2.5
	PC6.Identify work and personal priorities and achieve a balance between competing priorities.		5	2.5	2.5
	P4. Discuss and sort out difficulties in working together in a polite and constructive way		5	2.5	2.5
	P6. Follow instructions for safeguarding health and safety as you work		5	2.5	2.5
	Total	NOS Total	100	50	50
RAS / N0138 To work effectively in your organization	PC1. Share work fairly with colleagues, taking account of your own and others' preferences, skills and time available.	100	5	2.5	2.5
	PC2. Make realistic commitments to colleagues and do what you have promised you will do.		5	2.5	2.5
	PC3. Let colleagues know promptly if you will not be able to do what you have promised and suggest		5	2.5	2.5

Assessment outcome	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	suitable alternatives.				
	PC4. Encourage and support colleagues when working conditions are difficult.		5	2.5	2.5
	PC5. Encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect.		5	2.5	2.5
	PC6.Follow the company's health and safety procedures as you work.		5	2.5	2.5
	PC1. Discuss and agree with the right people goals that are relevant, realistic and clear.		5	2.5	2.5
	PC2. Identify the knowledge and skills you will need to achieve your goals.		5	2.5	2.5
	PC3. Agree action points and deadlines that are realistic, taking account of your past learning experiences and the time and resources available for learning.		5	2.5	2.5
	PC4. Regularly check your progress and, when necessary, change the way you work.		5	2.5	2.5
	PC5.Ask for feedback on your progress from those in a position to give it, and use their feedback to improve your performance		5	2.5	2.5
	PC1. Encourage colleagues to ask you for work-related information or advice that you are likely to be able to provide.		5	2.5	2.5
	PC2. Notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice.		5	2.5	2.5
	PC3. Give clear, accurate and relevant information and advice relating to tasks and procedures.		5	2.5	2.5
	PC4. Explain and demonstrate procedures clearly, accurately and in a logical sequence.		5	2.5	2.5
	PC5. Encourage colleagues to ask questions if they don't understand the information and advice you give them.		5	2.5	2.5
	PC6. Give colleagues opportunities to practise new skills, and give constructive feedback.		5	2.5	2.5
	PC7. Check that health, safety and security are not compromised when you are helping others to learn.		5	2.5	2.5
	P1. Ask colleagues promptly and politely for the help and information you need to do your work		5	2.5	2.5
	P5. Ask a suitable person for advice about any problems in working with colleagues that you can't resolve yourself		5	2.5	2.5
	Total	NOS Total	100	50	50
		QP Total	100	50	50

सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

Retailers Association's Skill Council of India
703-704 Sagar Tech Plaza - A, Andheri-Kurla Road, Sakinaka Junction, Sakinaka, Andheri (E), Mumbai-400 072

QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR RETAIL

Contents

1. Introduction and Contacts.....Page 1
2. Qualifications Pack.....Page 2
3. Glossary of Key Terms ..... Page 3
4. OS Units..... Page 4
5. Annexure: Nomenclature for QP & OS.Page 55
6. Assessment Criteria.....Page 57

What are Occupational Standards (OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function
- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

Contact Us:
703-704 Sagar Tech Plaza - A, Andheri-Kurla Road, Sakinaka Junction, Sakinaka, Andheri (E), Mumbai-400 072 |T: (022) 40058210-5
E-mail: james.raphael@rasci.in

Introduction

Qualifications Pack – Team Leader

SECTOR: RETAIL

SUB-SECTOR: B2B & B2C

OCCUPATION: Store Operations

REFERENCE ID: RAS / Q0105

ALIGNED TO NCO: 2004/ 5220.15

Team Leader : Individuals in this position need to be responsible for planning store sales on a daily / weekly / monthly basis by organizing staff and resources to accomplish sales and productivity targets.

Brief Job Description: Individuals in this position play a key role in planning and organizing merchandise with a sharp focus on product off-take and sales whilst leading a team.

Personal Attributes: The individual needs to be physically fit to withstand working in a retail environment whilst being customer responsive to internal and external customers. They need to have excellent product knowledge, interpersonal and listening skills.

Job Details

Qualifications Pack Code	**RAS / Q0105**		
Job Role	**Team Leader**		
Credits(NSQF)	**Level 5**	**Version number**	**1.0**
Sector	**Retail**	**Drafted on**	**26/11/14**
Sub-sector	**B2B & B2C**	**Last reviewed on**	**26/11/14**
Occupation	**Store Operations**	**Next review date**	**25/11/15**
NSQC Clearance on	**19 / 05 / 2015**		

Job Role	**Team Lead**
Role Description	Individuals in this position need to be responsible for planning store sales on a daily / weekly / monthly basis by organizing staff and resources to accomplish sales and productivity targets.
NVEQF/NVQF level	Level 5
Minimum Educational Qualifications*	Preferred XII pass
Maximum Educational Qualifications*	Not Applicable
Training	Team Lead Training
Minimum Job Entry Age	18 years
Experience	0-2 Year in similar position (not mandatory)
Applicable National Occupational Standards (NOS)	**Compulsory:** 1. RAS / N0146 To organize the display of products at the store 2. RAS / N0139 To plan visual merchandising 3. RAS / N0140 To establish and satisfy customer needs 4. RAS / N0147 To process the sale of products 5. RAS / N0148 To maintain the availability of goods for sale to customers 6. RAS / N0131 To allocate and check work in your team 7. RAS / N0150 To monitor and solve customer service problems 8. RAS / N0145 To communicate effectively with stake-holders 9. RAS / N0122 To help maintain healthy and safety 10. RAS / N0137 To work effectively in your team 11. RAS / N0138 To work effectively in your organization **Optional :** NA
Performance Criteria	As described in the relevant OS units

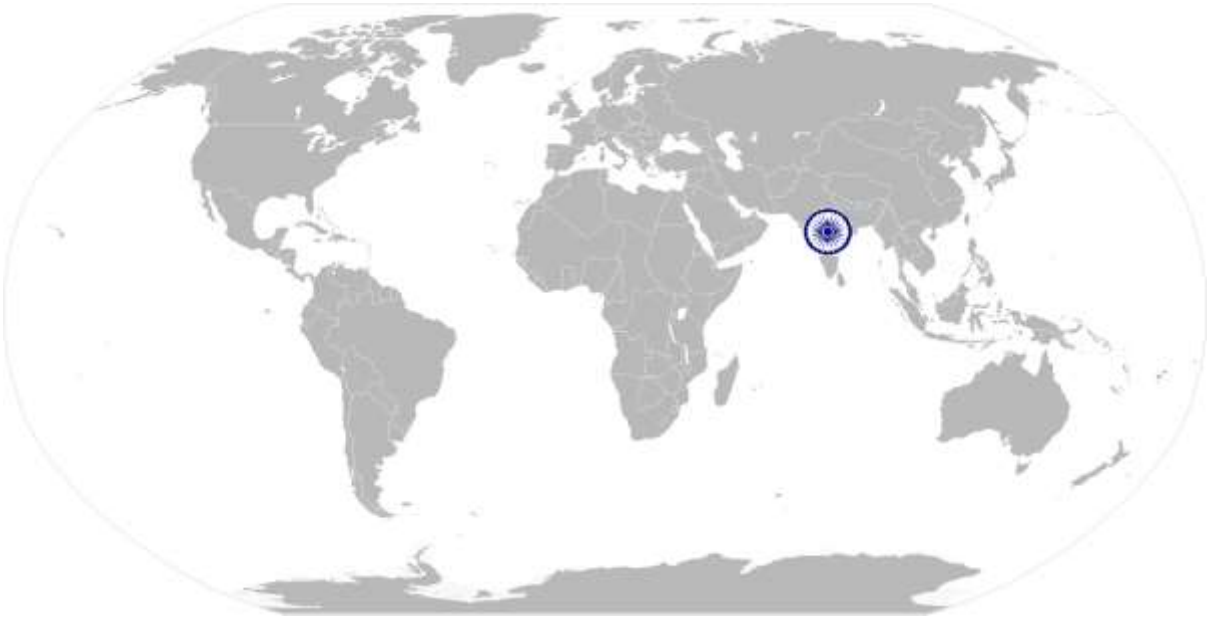
Definitions

Keywords /Terms	Description
Core / Generic Skills	Core Skills or Generic Skills are a group of skills that are essential to perform activities and tasks defined for the job role.
National Occupational Standards	NOS are Occupational Standards which have been endorsed and agreed to by the Industry Leaders for various roles.
Description	Description is a short summary of the relevant content
Job Role	Job role defines a unique set of functions that together form a unique employment opportunity in an organization
Knowledge & Understanding	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard
Occupation	Occupation is a set of job roles, which perform similar/related set of functions in an industry
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard Consistently. They are applicable in the Indian and global context.
Organisational Context	Organisational Context includes the way the organization is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility
Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task
Qualification Pack	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
Qualification Pack Code	Qualifications Pack Code is a unique reference code that identifies a Qualifications pack.
Scope	Scope is the set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have A critical impact on the quality of performance required.
Sector	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests
Technical Knowledge	Technical Knowledge is the specialized knowledge needed to accomplish specific designated responsibilities.

Acronyms

Keywords /Terms	Description
Ops	Operations
POS	Point of Sale
EDC Terminal	Electronic Data Capture Terminal (Card Swipe Machine)
SOP	Standard Operating Process

National Occupational Standard



Overview

This NOS covers the skills and knowledge for an individual to organize the display of products at the store.

National Occupational Standard

Unit Code	**RAS / N0146**
Unit Title (Task)	**To organize the display of products at the store**
Description	This OS describes the skills and knowledge required to effectively organize the display of products at the store.
Scope	This unit applies to individuals who display products and also label displayed products in retail operations. • Prepare to display products • Label displays of products • Arrange and maintain products for display The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope	
Element	**Performance Criteria**
Prepare to display products	To be competent, the user/individual on the job must be able to: PC1. Comply with health, safety and hygiene requirements and wear the correct personal protective clothing and equipment throughout the process. PC2. Check whether the display area, equipment and accessories are clean and take prompt action on finding any problems. PC3. Assemble and check products and additional materials and prepare them for use. PC4. Review the products available for display, estimate the quantities required and select those products which are most suitable with regard to shelf life, demand, appeal and promotional requirements. PC5. Prepare the display to ensure maximum appeal and to comply with product safety requirements
Label displays of products	PC6. Confirm requirements for labelling of products with the relevant people. PC7. Confirm label information is correct and conforms to legal and standard operational requirements, with the relevant people. PC8. Position labels for products correctly. PC9. Ensure that labels are legible, visible to customers, and securely positioned in the correct place.

Arrange and maintain products for display	PC10. Check and take steps to ensure that the display area always meets the requirement of hygiene, safety and sale-ability. PC11. Transfer products safely to the display area according to instructions and specifications. PC12. Arrange and promptly replace products and additional materials in a way this is attractive to customers and meets the requirements of hygiene and safety. PC13. Where product is not available, you reposition and reorganize the position of products and accessories to maintain presentation and to meet trading conditions. PC14. Monitor displays according to instructions and specifications. PC15. Carry out any emergency cleaning procedures promptly when required. PC16. Take prompt action to address any product or display related problem
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. Controls involved in the display of products in a retail environment. KA2. Ways to review the display area before assembling materials for the display and why that is important. KA3. Ways to estimate the quantities and size of products to be used for display and why that is important. KA4. Importance of selecting specific products for display to suit specific objectives(e.g. promotional, appeal, seasonal) KA5. Principles of good displays KA6. How to source product specifications and display information. KA7. Basic knowledge of products offered for sale. KA8. How to position the labels and correct information a principles and why that is important. KA9. The basic principles for good display and presentation of products. KA10. Why displays may change as part of the maintenance process. KA11. How to recognise and report products that do not meet specification. KA12. The procedure for rejecting and isolating failed products. KA13. Types of cleaning materials appropriate for display equipment and accessories, their purpose and how they work. KA14. The safe handling and application of cleaning materials for display equipment and accessories. KA15. How to access and interpret the cleaning schedule for display equipment and accessories.
B. Technical Knowledge	On the job the individual needs to apply technical knowledge of KB1. What accessories can and should be used for effective display. KB2. Information about ingredients of products available for sale. KB3. Importance of labelling. KB4. Key features of legal and operational requirements for labelling. KB5. How to check labelling information against product specification and sales details. KB6. What are the contingencies for display equipment and accessory failure. KB7. How to use assembly and dismantling equipment safely.
Skills (S)	
A. Core Skills/	**Writing Skills,**

Generic Skills	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	Communication Skills
	On the job the individual needs to be able to: SA5. Use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values SA6. Carry out verbal instructions from other team members and supervisors SA7. Read and interpret simple workplace documents SA8. Complete simple written workplace forms and share work-related information with other team members
B. Professional Skills	**Decision Making**
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Problem-solving
	On the job the individual needs to be able to: SB2. Demonstrate sensitivity to customer needs and concerns SB3. Anticipate problems and act to avoid them where possible SB4. Solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
	Teamwork
	On the job the individual needs to be able to: SB5. Work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
	Problem Solving
	On the job the individual needs to be able to identify and respond to: SB6. Breakdowns and malfunction of equipment. SB7. Unsafe and hazardous working conditions. SB8. Security breaches.
	Initiative and enterprise
	On the job the individual needs to be able to: SB9. Adapt to new situations, including changing workplace procedures.
	Planning and organizing
	SB10. Understand and follow store policies regarding work availability, rosters and work duties. SB11. Work within the store culture by practicing inclusive behavior

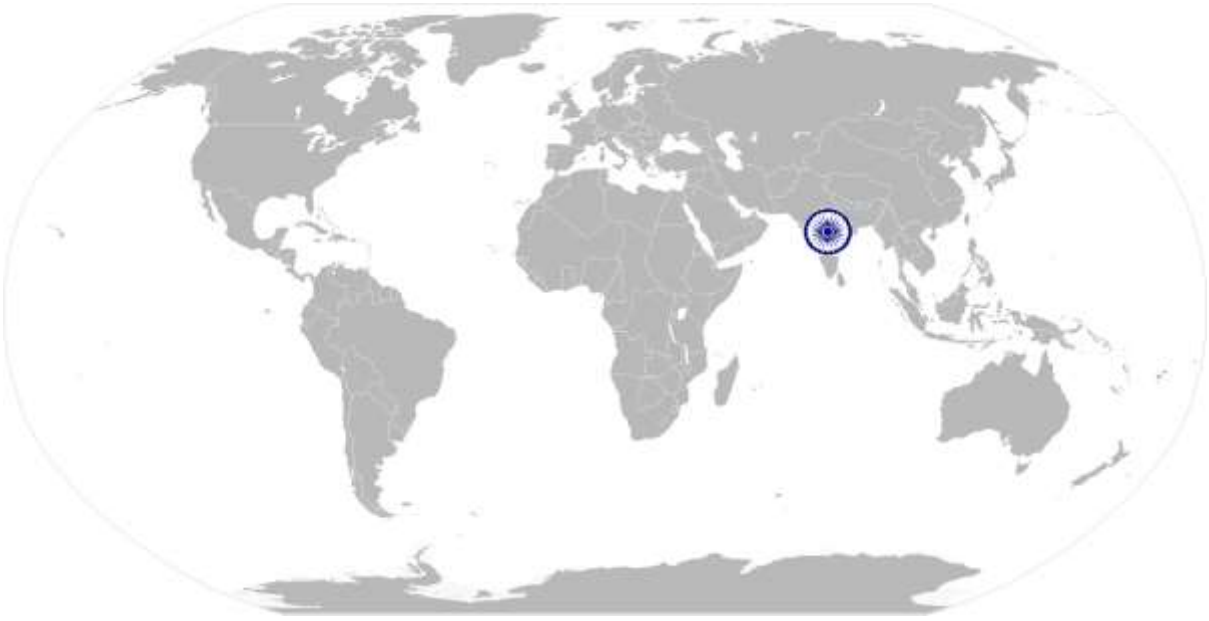
	SB12. Manage personal presentation, hygiene and time SB13. Priorities and complete delegated tasks under instruction
	Learning
	SB14. Identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best SB15. Accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures
	Technology
	On the job the individual needs to be able to: SB16. Select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures SB17. Recognize and report faulty equipment and follow store workplace health and safety procedures

NOS Version Control

NOS Code :	**RAS / N0146**		
Credits(NSQF)	**TBD**	**Version number**	**1.0**
Industry	**Retail**	**Drafted on**	**26/11/14**
Industry Sub-sector	**B2B & B2C**	**Last reviewed on**	**26/11/14**
Occupation	**Store Operations**	**Next review date**	**25/11/15**

Back To NOS List

National Occupational Standard



Overview

This NOS covers the skills and knowledge for an individual to process sale of products.

National Occupational Standard

Unit Code	RAS / N0147
Unit Title (Task)	Processing the sale of products
Description	This OS describes the skills and knowledge required to process the sale of products
Scope	This unit applies to individuals to help process the sale of products. • Processing the sale of products The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope	
Element	**Performance Criteria**
Processing the sale of products	To be competent, the user/individual on the job must be able to: PC1. Confirm prices of product and supplies with customers and ensure customers are agreeable to the pricing, terms and the department's business policies. PC2. Confirm that customer is aware and agreeable to the modes of payment available at the department PC3. Process payment or credit in line with business policies and ensure accurate accounting of units of purchased product or supplies and the payments and credits processed. PC4. Ensure safe handling and movement of product and supplies off the racks and through to billing counters. PC5. Ensure appropriate and accurate processing and safe storage of payments, vouchers, records and receipts. PC6. Ensure proper functioning of departmental processes that lead to a sale and alert appropriate persons in case of a process malfunction or process failure. PC7. Conclude dealing with customers with appropriate and prescribed mannerisms.

Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. Prevalent offers and their commercial terms, including those associated with loyalty programs, as applicable on the billing system and what needs to be done if such details are not found on the billing systems. KA2. The appropriate mode of cash and loose cash handling, counting and settlements with the customers KA3. Provide appropriate people in the organisation with a variety of reports, as mandated, on sales, receipts and dispatches of products and supplies, payments, customer preferences and feedback KA4. Efficiently conclude the customer purchase process with quick packing/wrapping of customers' orders and billing. KA5. Carry out the billing inappropriate and payment processing steps with appropriate mannerisms to ensure customer satisfaction with the steps and minimal waiting times

B. Technical Knowledge	On the job the individual needs to apply technical knowledge of KB1. The method(s) of processing payment or credit and ascertaining credit approval KB2. The functioning of point of sale billing systems or traditional methods of raising a bill KB3. The functioning of bar code scanners or any other means of product unit identification and the insertion of the product unit details into the billing details KB4. What needs to be done when billing systems, bar code scanners or any other equipment at the sale and check-out counter is not operational KB5. Operate suitable devices and equipment such as bar code scanners, billing and payment processing systems and resolve problems with these devices, if any.
Skills (S)	
C. Core Skills/ Generic Skills	**Writing Skills,**
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	Communication Skills
	On the job the individual needs to be able to: SA5. Use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values SA6. Carry out verbal instructions from other team members and supervisors SA7. Read and interpret simple workplace documents SA8. Complete simple written workplace forms and share work-related information with other team members
D. Professional Skills	**Decision Making**
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Problem-solving
	On the job the individual needs to be able to: SB2. Demonstrate sensitivity to customer needs and concerns SB3. Anticipate problems and act to avoid them where possible SB4. Solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
	Teamwork
	On the job the individual needs to be able to: SB5. Work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to

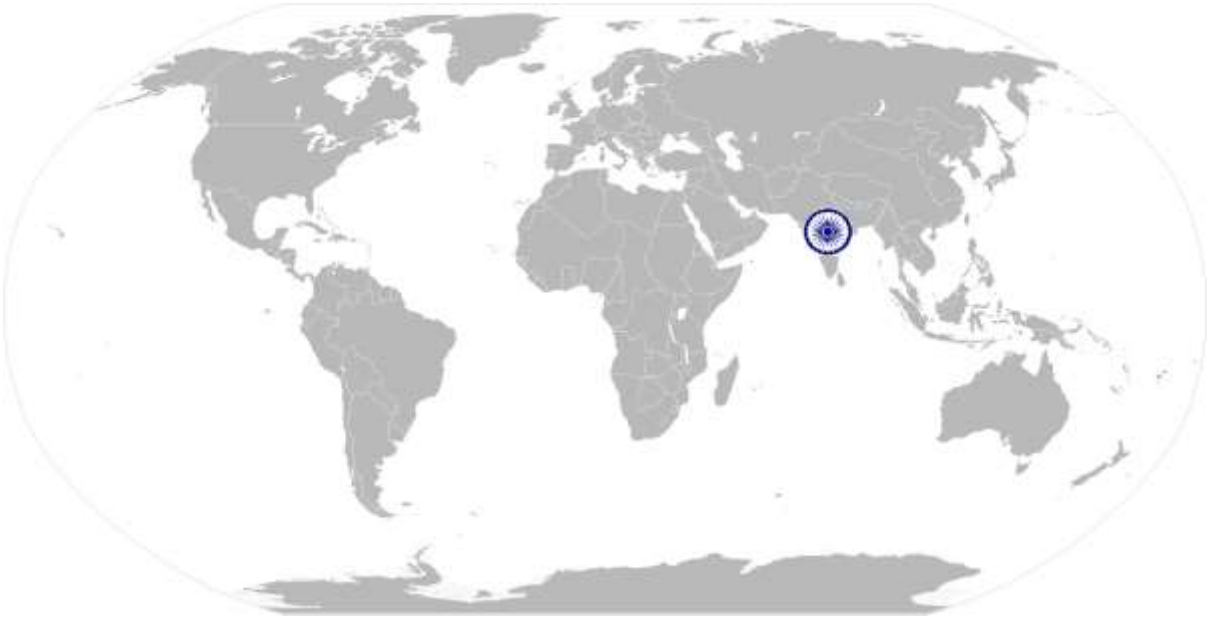
	assist others.
	Problem Solving
	On the job the individual needs to be able to identify and respond to: SB6. Breakdowns and malfunction of equipment. SB7. Unsafe and hazardous working conditions. SB8. Security breaches.
	Initiative and enterprise
	On the job the individual needs to be able to: SB9. Adapt to new situations, including changing workplace procedures.
	Planning and organizing
	SB10. Understand and follow store policies regarding work availability, rosters and work duties SB11. Work within the store culture by practicing inclusive behavior SB12. Manage personal presentation, hygiene and time SB13. Priorities and complete delegated tasks under instruction
	Learning
	SB14. Identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best SB15. Accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures
	Technology
	On the job the individual needs to be able to: SB16. Select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures SB17. Recognize and report faulty equipment and follow store workplace health and safety procedures

NOS Version Control

NOS Code	**RAS / N0147**		
Credits(NSQF)	**TBD**	**Version number**	**1.0**
Industry	**Retail**	**Drafted on**	**26/11/14**
Industry Sub-sector	**B2B & B2C**	**Last reviewed on**	**26/11/14**
Occupation	**Store Operations**	**Next review date**	**25/11/15**

Back To NOS List

National Occupational Standard



Overview

This NOS covers planning and preparing visual merchandising displays within the store / business guidelines.

National Occupational Standard

Unit Code	**RAS / N0139**
Unit Title (Task)	**Plan visual merchandise**
Description	This National Occupational Standards unit is about planning and preparing visual merchandising displays within the store / business guidelines.
Scope	This unit applies to individuals interpreting design briefs and getting hold of the merchandise and props which is required for the display. The individual should be able to put up products on display in a retail store, regularly check displays and deal with substandard produce on display to enhance choice to customers. • Interpret design briefs for retail displays • Get hold of merchandise and props to be featured in retail displays The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope	
Element	**Performance Criteria**
Interpret design briefs for retail displays	To be competent, the user/individual on the job must be able to: PC1. Identify the purpose, content and style of the display. PC2. Identify the equipment, materials, merchandise and props you need to create and install the display and the dates for completing it. PC3. Evaluate whether the place you plan to put the display is likely to fulfil the design brief. PC4. Create new and effective ways of improving the visual effect of displays, within the limits of the design brief, the company's visual design policies and the authority you have.
Get hold of merchandise and props to be featured in retail displays	PC5. Confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention. PC6. Identify other merchandise and props when those originally specified are not available or not suitable, and agree your selections with the right person. PC7. Agree arrangements for delivery of merchandise and props with the right people, allowing enough time for deliveries to arrive before the display must be installed. PC8. Check the progress of deliveries and take suitable action if delays seem likely. PC9. Update stock records to account for merchandise on display.

Knowledge and Understanding (K)	
B. Organizational Context (Knowledge of the company / organization and	On the job the individual needs to apply knowledge of: KA1. The role of displays in marketing, promotional and sales campaigns and activities KA2. The importance and content of the design brief KA3. Company policies for visual design KA4. The role of displays in marketing, promotional and sales campaigns and activities KA5. Company policies for visual design

its processes)	KA6. The merchandiser or buyer that you need to consult about merchandise and props KA7. Why you must update stock records to account for merchandise on display, and how to do this
B. Technical Knowledge	KB1. How to use the design brief to identify what you need for the display KB2. Different approaches to designing displays for different types of merchandise, and why these are effective KB3. How to evaluate the potential places to put the display so you meet the design brief KB4. How to use the design brief to identify what you need for the display KB5. different approaches to designing displays for different types of merchandise, and why these are effective KB6. How light, colour, texture, shape and dimension combine to achieve the effects you need KB7. How to assess the potential of places to put displays to meet the design brief KB8. How to arrange delivery of merchandise and monitor the progress of deliveries
Skills (S)	
E. Core Skills/ Generic Skills	**Writing Skills,**
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	Communication Skills
	On the job the individual needs to be able to: SA5. Use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values SA6. Carry out verbal instructions from other team members and supervisors SA7. Read and interpret simple workplace documents SA8. Complete simple written workplace forms and share work-related information with other team members
F. Professional Skills	**Decision Making**
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Problem-solving
	On the job the individual needs to be able to: SB2. Demonstrate sensitivity to customer needs and concerns SB3. Anticipate problems and act to avoid them where possible SB4. Solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.

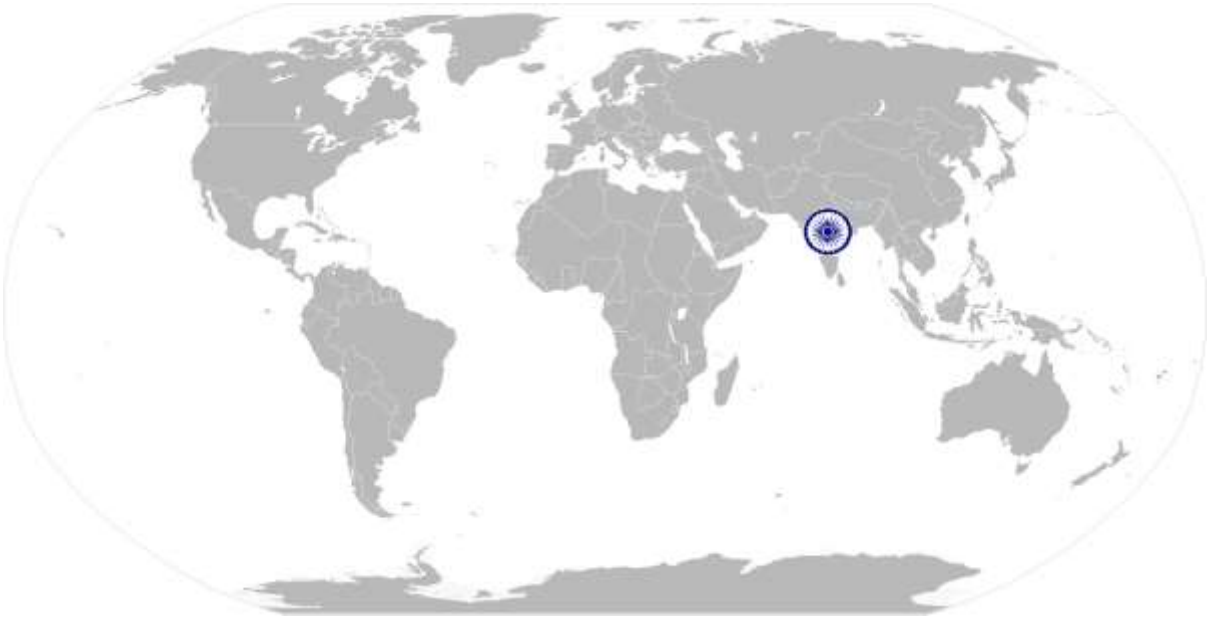
	Teamwork
	On the job the individual needs to be able to: SB5. Work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
	Problem Solving
	On the job the individual needs to be able to identify and respond to: SB6. Breakdowns and malfunction of equipment. SB7. Unsafe and hazardous working conditions. SB8. Security breaches.
	Initiative and enterprise
	On the job the individual needs to be able to: SB9. Adapt to new situations, including changing workplace procedures.
	Planning and organizing
	SB10. Understand and follow store policies regarding work availability, rosters and work duties SB11. Work within the store culture by practicing inclusive behavior SB12. Manage personal presentation, hygiene and time SB13. Priorities and complete delegated tasks under instruction
	Learning
	SB14. Identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best SB15. Accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures
	Technology
	On the job the individual needs to be able to: SB16. Select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures SB17. Recognize and report faulty equipment and follow store workplace health and safety procedures

NOS Version Control

NOS Code :	**RAS / N0139**		
Credits(NSQF)	**Level 4**	**Version number**	**1.0**
Industry	**Retail**	**Drafted on**	**26/11/14**
Industry Sub-sector	**B2B & B2C**	**Last reviewed on**	**26/11/14**
Occupation	**Store Operations**	**Next review date**	**25/11/15**

Back To NOS List

National Occupational Standard



Overview

This NOS covers standards for the establishing and satisfying of customer needs in a retail scenario.

National Occupational Standard

Unit Code	**RAS / N0140**
Unit Title (Task)	**Establish and satisfy customer needs**
Description	This OS describes standards for the establishing and satisfying of customer needs in a retail scenario.
Scope	This unit applies to individuals who establish customer requirements, help select and purchase appropriate products and supplies and suggest suitable alternatives based on near-appropriate judgments of customer preferences and products and supplies available in the store at the time of purchase. • Satisfy customer needs • Establish customer needs The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope

Element	Performance Criteria
Establish customer needs	To be competent, the user/individual on the job must be able to: PC1. Stay alert to, and make unobtrusive observations about, customer choices and movements within the store PC2. Heed to customer queries about the products and supplies they wish to purchase and unobtrusively and politely enquire about their purchase requirements, when necessary PC3. Help customers identify the product or supplies they wish to purchase and direct / accompany them to the exact store location where the specific product or supplies are stocked / displayed PC4. Confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections.
Satisfy customer needs	PC5. Extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice PC6. Provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions PC7. Enable customers to make choices appropriate with their product, supplies and brand preferences and complete their basket of purchases PC8. Where allowed, by store or business policy, advise the customer to sample the product or supplies in the course of the purchase decision PC9. Maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas PC10. Ensuring that customers fulfil their purchase process smoothly from start to billing by minimizing waiting times at different stages of the process

Knowledge and Understanding (K)

C. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. Appropriate behaviour with customers in a retail environment and the assisted self-serve nature of the store environment KA2. Measurement and calibration of the quantity and quality of product and supplies the customer wants KA3. Make near-appropriate judgments about different types of customers, their requirements, choices and preferences KA4. Help select the most appropriate products and supplies based on the knowledge of such judgments KA5. Provide logical, intelligent or creative suggestions – as warranted or solicited – about products and supplies with an appropriate and reasonably accurate understanding of customer needs and requirements with an aim of enabling an informed choice / decision for the customer KA6. Suggest alternative products and supplies when products the customer wants are out of stock KA7. Suggest suitable products and supplies when the customer is undecided KA8. Relevance of store offerings to different individual customers, their purchase habits and frequencies of purchase KA9. Individual preferences, choices and opinions of customers through proper attention, listening and conversing KA10. Preferences of different types of customers by observing their behaviour, actions, choices and repeat visits to the store KA11. Provide information and advice to customers about safely transporting, storing, / safekeeping or refrigeration of products, especially when such information or advice is solicited KA12. Utilize a variety of sales techniques, as appropriate to the situation and to the self-serve nature of the retail environment, to effect customer purchases KA13. Provide appropriate assistance, information or advise, at appropriate stages, in an opportune but unobtrusive and non-overbearing manner to effect customer purchases KA14. Provide accurate information on store promotions on offer at the time of purchase to effect customer purchases KA15. Make use of the understanding of generic and specific, individual, customer habits and preferences to effectively suggest and sell products and supplies KA16. Suit your mannerisms to extend a personalized purchase experience to the customer
B. Technical Knowledge	KB1. How to maintain brief, to-the-point, accurate and polite responses to customer queries KB2. How to avoid being perceived to be intrusive, or step back from a situation perceived to be intrusive, by the customer KB3. How to guide the customer with the right information and advice, when solicited KB4. How to ensure customer comfort, and avoid customer discomfort, within store premises KB5. How to maintain and ensure a conducive and congenial atmosphere for

	customers to navigate, browse through and purchase products and supplies KB6. How to ensure compliance with health, safety and hygiene requirements for stock, store environment and paraphernalia KB7. How to remove products and supplies from the shelves / display or to not suggest customers products and supplies that are beyond sell-by date or have perished or rendered inedible or non-consumable KB8. What suitable alternatives are to be offered when products or supplies customers wish to purchase are unavailable or when customers are unable to make a choice or a decision KB9. What suitable additions or enhancements to purchase are to be suggested by avoiding being overbearing, obtrusive or irrelevant
Skills (S)	
G. Core Skills/ Generic Skills	**Writing Skills,**
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	Communication Skills
	On the job the individual needs to be able to: SA5. Use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values SA6. Carry out verbal instructions from other team members and supervisors SA7. Read and interpret simple workplace documents SA8. Complete simple written workplace forms and share work-related information with other team members
H. Professional Skills	**Decision Making**
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Problem-solving
	On the job the individual needs to be able to: SB2. Demonstrate sensitivity to customer needs and concerns SB3. Anticipate problems and act to avoid them where possible SB4. Solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
	Teamwork
	On the job the individual needs to be able to: SB5. Work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.

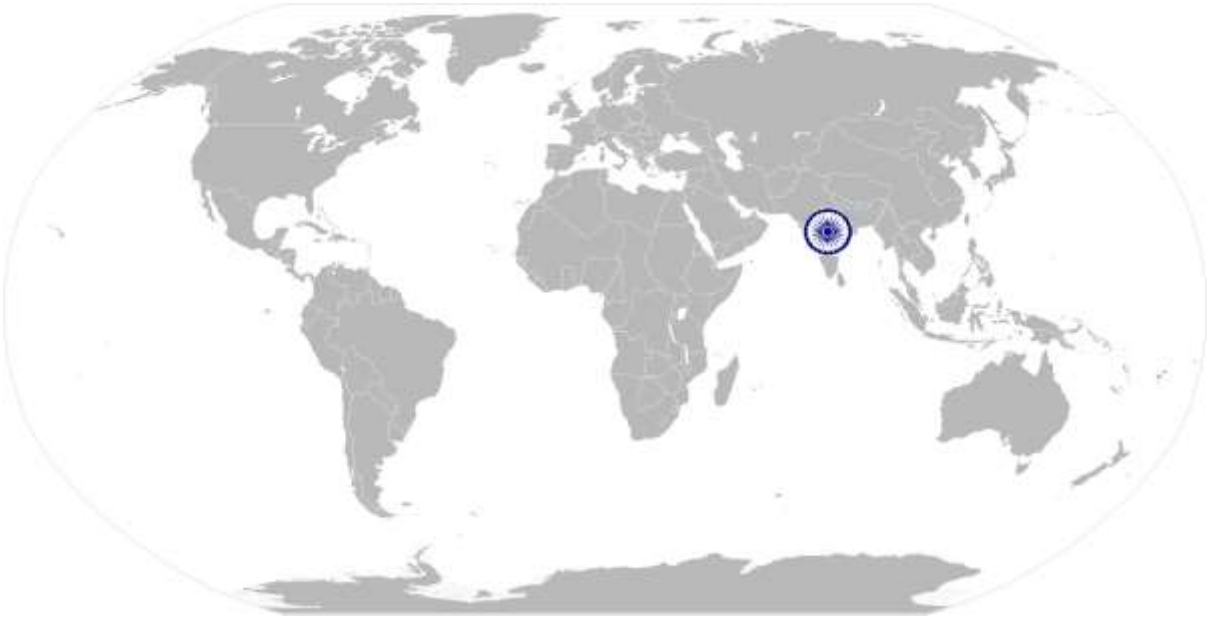
	Problem Solving
	On the job the individual needs to be able to identify and respond to: SB6. Breakdowns and malfunction of equipment. SB7. Unsafe and hazardous working conditions. SB8. Security breaches.
	Initiative and enterprise
	On the job the individual needs to be able to: SB9. Adapt to new situations, including changing workplace procedures.
	Planning and organizing
	SB10. Understand and follow store policies regarding work availability, rosters and work duties SB11. Work within the store culture by practicing inclusive behavior SB12. Manage personal presentation, hygiene and time SB13. Priorities and complete delegated tasks under instruction
	Learning
	SB14. Identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best SB15. Accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures
	Technology
	On the job the individual needs to be able to: SB16. Select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures SB17. Recognize and report faulty equipment and follow store workplace health and safety procedures

NOS Version Control

NOS Code :	**RAS / N0140**		
Credits(NSQF)	**TBD**	**Version number**	**1.0**
Industry	**Retail**	**Drafted on**	**26/11/14**
Industry Sub-sector	**B2B & B2C**	**Last reviewed on**	**26/11/14**
Occupation	**Store Operations**	**Next review date**	**25/11/15**

Back To NOS List

National Occupational Standard



Overview

This NOS covers the skills and knowledge for an individual to maintain the availability of goods for sale to customers

National Occupational Standard

Unit Code	**RAS / N0148**
Unit Title (Task)	**Maintain the availability of goods for sale to customers**
Description	This OS describes the skills and knowledge required to help maintain the availability of goods for sale to customers
Scope	This unit applies to individuals to help maintain the availability of goods for sale to customers. • Keep products available and maintain their quality in a retail environment • Assess how effective displays are in retail environment • Organise staff to display goods for retail sale The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope	
Element	**Performance Criteria**
Organise staff to display goods for retail sale	To be competent, the user/individual on the job must be able to: PC1. Confirm the purchase of the display and any relevant requirements and standards and , where necessary , check them with the appropriate authority PC2. Clearly explain to staff the purpose of the display and any relevant requirements and standards PC3. Check that staff prepare the display area and put the display together in a way that causes the least inconvenience to customers PC4. Provide constructive feedback to staff on their performance PC5. Provide opportunities for staff to check they understand the requirements and standards of the display PC6. Check that the assembled display confirms to company requirements and standards PC7. Obtain permission from the appropriate authority to modify or change the display PC8. Monitor that information has been placed accurately and legally, and is chosen and positioned to promote sales effectively PC9. Keep complete , accurate and up- to- date records of displays
Assess how effective displays are in retail environment	PC10. Identity what standards the display should meet PC11. Check displays against all the relevant standards to decide how effective they are PC12. Encourage staff to make helpful comments and identify changes that may make the display more appealing to customers PC13. Ask the right person for permission to make any changes that you cannot authorize yourself PC14. Give staff clear instructions and encouragement so that they can make any changes needed to the display

	PC15. Take prompt and suitable action to deal with any risks to security or health and safety that your assessment has revealed
Keep products available and maintain their quality in a retail environment	PC16. Collect and record accurate information on price changes PC17. Give accurate, up-to-date price information to the staff who need it PC18. Regularly check price marking and promptly sort out any pricing problems you spot PC19. Make sure that stock replenishment plans are up-to-date and realistic PC20. Deal with out of date or deteriorating stock in line with company policy and any relevant laws PC21. Involve staff in spotting potential improvements to the way stock is organised and presented PC22. Spot realistic and effective ways of improving how stock is organised and presented PC23. Get permission from the right person ,where necessary, to improve the way stock is organised and presented PC24. Make sure that you maintain customer goodwill and staff morale while stock is being reorganised
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. How different types of display help the store to reach its sales targets KA2. The legal requirements for pricing goods foe sales KA3. The company's standards for putting displays together , including standards for cleaning and preparations KA4. The security, health and safety requirements and procedures relating to displaying goods. KA5. Standards you should apply when assessing how effective displays are KA6. Who can authorize changes in the display KA7. How to involve staff in assessing and changing displays KA8. How to replenish and rotate stock and deal with sub-standard goods KA9. Why it is important to record price changes accurately
B. Technical Knowledge	On the job the individual needs to apply technical knowledge of KB1. The customer's rights and the company's duties and responsibilities KB2. How to check that the information in displays is accurate and legal KB3. How to use different price marking methods and technologies KB4. How can you position information so that it helps to promote sales KB5. How the layout of the selling area affects sales KB6. How to work out what type and quantity of resources you need to set up displays KB7. How to brief staff in a way that encourages their involvement KB8. How to check the work of staff preparing and putting displays together and how to give feedback to staff on their performance KB9. How to assess displays against the relevant standards KB10. How to identify displays that are unsafe or not secure enough KB11. How to collect and record information about prices KB12. How to check stock rotation and the quantity of goods on display KB13. What can happen to stock that is not stored correctly or renewed as needed KB14. How to check pricing and price marking ,correct mistakes and change

	prices KB15. How to correct displays that are unsafe or noncore enough
Skills (S)	
I. Core Skills/ Generic Skills	**Writing Skills,**
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	Communication Skills
	On the job the individual needs to be able to: SA5. Use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values SA6. Carry out verbal instructions from other team members and supervisors SA7. Read and interpret simple workplace documents SA8. Complete simple written workplace forms and share work-related information with other team members
J. Professional Skills	**Decision Making**
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Problem-solving
	On the job the individual needs to be able to: SB2. Demonstrate sensitivity to customer needs and concerns SB3. Anticipate problems and act to avoid them where possible SB4. Solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
	Teamwork
	On the job the individual needs to be able to: SB5. Work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
	Problem Solving
	On the job the individual needs to be able to identify and respond to: SB6. Breakdowns and malfunction of equipment. SB7. Unsafe and hazardous working conditions. SB8. Security breaches.
	Initiative and enterprise
	On the job the individual needs to be able to: SB9. Adapt to new situations, including changing workplace procedures.

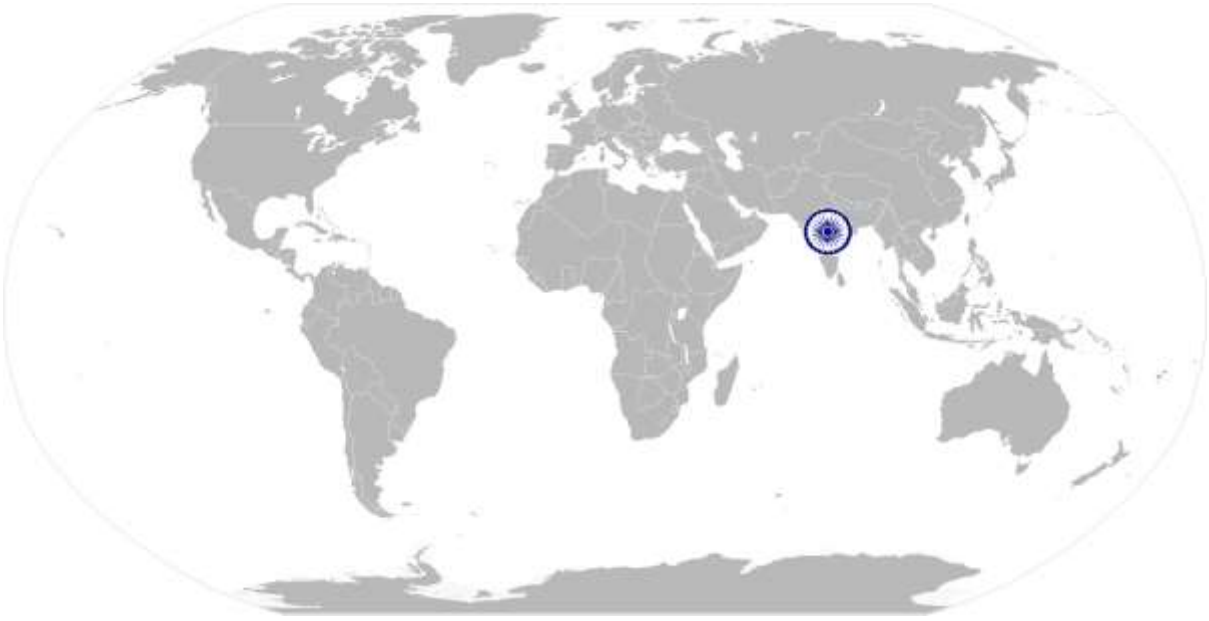
	Planning and organizing
	SB10. Understand and follow store policies regarding work availability, rosters and work duties SB11. Work within the store culture by practicing inclusive behavior SB12. Manage personal presentation, hygiene and time SB13. Priorities and complete delegated tasks under instruction
	Learning
	SB14. Identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best SB15. Accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures
	Technology
	On the job the individual needs to be able to: SB16. Select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures SB17. Recognize and report faulty equipment and follow store workplace health and safety procedures

NOS Version Control

NOS Code	**RAS / N0148**		
Credits(NSQF)	**TBD**	**Version number**	**1.0**
Industry	**Retail**	**Drafted on**	**26/11/14**
Industry Sub-sector	**B2B & B2C**	**Last reviewed on**	**26/11/14**
Occupation	**Store Operations**	**Next review date**	**25/11/15**

Back To NOS List

National Occupational Standard



Overview

This NOS covers ensuring that the work required of your team is effectively and fairly allocated amongst team members.

National Occupational Standard

Unit Code	**RAS / N0131**
Unit Title (Task)	**Allocate and check work in your team**
Description	This OS describes how to ensure that the work required of your team is effectively and fairly allocated amongst team members.
Scope	This unit involves checking on the progress and quality of the work of team members to ensure that the required level or standard or performance is being met. • Allocate and check work in your team The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope	
Element	**Performance Criteria**
Allocate and check work in your team	To be competent, the user/individual on the job must be able to: PC1. Use information collected on the performance of team members in any formal appraisal of performance. PC2. Recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager. PC3. Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members. PC4. Monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively. PC5. Motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion. PC6. Support team members in identifying and dealing with problems and unforeseen events. PC7. Check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback. PC8. Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated. PC9. Recognise and seek to find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity. PC10. Brief team members on the work they have been allocated and the standard or level of expected performance. PC11. Allocate work to team members on a fair basis taking account of their skills,

	knowledge and understanding, experience and workloads and the opportunity for development. PC12. Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources. PC13. Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.
Knowledge and Understanding (K)	
D. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. Different ways of communicating effectively with members of a team. KA2. The importance of confirming/clarifying the work required of the team with your manager and how to do this effectively. KA3. Why it is important to allocate work across the team on a fair basis and how to do so. KA4. Why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so. KA5. The values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any team members from a different country or culture and how your own values, ethics, beliefs, faith, cultural conventions, perceptions, expectations, use of language, tone of voice and body language may appear to them. KA6. Ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated. KA7. Effective ways of regularly and fairly checking the progress and quality of the work of team members. KA8. How to provide prompt and constructive feedback to team members. KA9. The additional support and/or resources which team members might require to help them complete their work and how to assist in providing this. KA10. Why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively. KA11. How to take account of diversity and inclusion issues when supporting and encouraging team members to complete the work they have been allocated. KA12. Why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members. KA13. The type of problems and unforeseen events that may occur and how to support team members in dealing with them.
B. Technical Knowledge	KB1. How to plan the work of a team, including how to identify any priorities or critical activities and the available resources. KB2. How to identify sustainable resources and ensure their effective use when planning the work of a team. KB3. How to identify and take due account of health and safety issues in the planning, allocation and checking of work. KB4. How to select and apply a limited range of different methods for motivating,

	supporting and encouraging team members to complete the work they have been allocated and improve their performance, and for recognising their achievements. KB5. How to log information on the ongoing performance of team members and use this information for performance appraisal purposes.
Skills (S)	
K. Core Skills/ Generic Skills	**Writing Skills,**
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	Communication Skills
	On the job the individual needs to be able to: SA5. Use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values SA6. Carry out verbal instructions from other team members and supervisors SA7. Read and interpret simple workplace documents SA8. Complete simple written workplace forms and share work-related information with other team members
L. Professional Skills	**Decision Making**
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Problem-solving
	On the job the individual needs to be able to: SB2. Demonstrate sensitivity to customer needs and concerns SB3. Anticipate problems and act to avoid them where possible SB4. Solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
	Teamwork
	On the job the individual needs to be able to: SB5. Work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
	Problem Solving
	On the job the individual needs to be able to identify and respond to: SB6. Breakdowns and malfunction of equipment. SB7. Unsafe and hazardous working conditions. SB8. Security breaches.

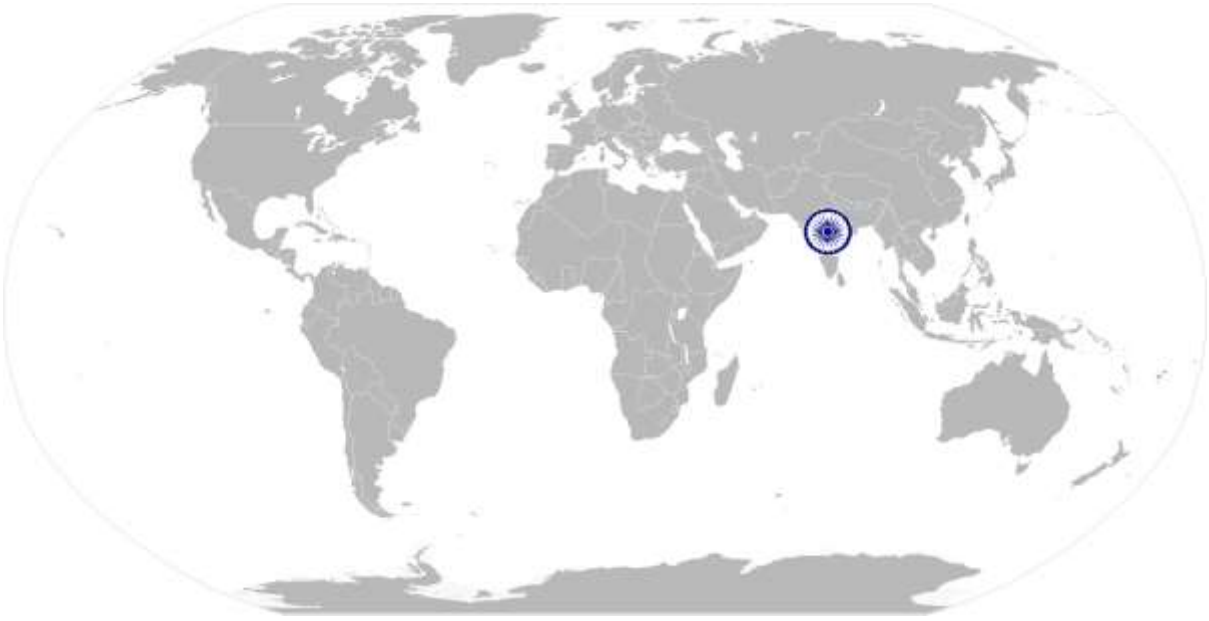
	Initiative and enterprise
	On the job the individual needs to be able to: SB9. Adapt to new situations, including changing workplace procedures.
	Planning and organizing
	SB10. Understand and follow store policies regarding work availability, rosters and work duties SB11. Work within the store culture by practicing inclusive behavior SB12. Manage personal presentation, hygiene and time SB13. Priorities and complete delegated tasks under instruction
	Learning
	SB14. Identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best SB15. Accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures
	Technology
	On the job the individual needs to be able to: SB16. Select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures SB17. Recognize and report faulty equipment and follow store workplace health and safety procedures

NOS Version Control

NOS Code	**RAS / N0131**		
Credits(NSQF)	**TBD**	**Version number**	**1**
Industry	**Retail**	**Drafted on**	**26/11/14**
Industry Sub-sector	**B2B & B2C**	**Last reviewed on**	**26/11/14**
Occupation	**Store Operations**	**Next review date**	**25/11/15**

Back To NOS List

National Occupational Standard



Overview

This NOS covers Performance, Knowledge / Understanding and Skills / Abilities specifications for effective communication and working with stake-holders.

National Occupational Standard

Unit Code	**RAS / N0145**
Unit Title (Task)	**Communicate effectively with stake-holders**
Description	This OS describes Performance, Knowledge / Understanding and Skills / Abilities specifications for effective communication and working with stake-holders.
Scope	This unit applies to individuals who requires to be familiar with the various mediums of business communication relevant to your role, communicate effectively with stake-holders & customers using appropriate listening / communication skills and develop and sustain effective working relationships with stake-holders. • Handle business communication mediums effectively • Communicate effectively with stake-holders & customers • Develop and sustain effective working relationships with stake-holders The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope

Element	Performance Criteria
Handle business communication mediums effectively	To be competent, the user/individual on the job must be able to: PC1. Pass on written information only to those people authorised to receive it and within agreed timescales PC2. Keep the information in written documents as required by your organization; PC3. Maintain the communication mediums in line your instructions and organisation's procedures PC4. Make sure the communication equipment you use is working properly, take corrective action as required PC5. Acknowledge incoming communication promptly and clearly, using appropriate terminology PC6. Pass on information to persons who require it within agreed timescales PC7. Check to ensure that the information you give is understood by the receivers PC8. Take prompt and effective action when there is difficulty in transmission or reception of information
Communicate effectively with stake-holders & customers	To be competent, the user/individual on the job must be able to: PC9. Accurately interpret and act upon instructions that you receive PC10. Make sure you get clarifications when you need to PC11. Consult with and help your team members to maximise efficiency in carrying out tasks PC12. Give instructions to others clearly, at a pace and in a manner that helps them to understand PC13. Listen actively and identify the most important things that customers are saying PC14. Identify the most important things that customers are telling you

	PC15. Summarize information for customers PC16. Use appropriate body language when communicating with customers PC17. Read your customers' body language to help you understand their feelings and wishes PC18. Deal with customers in a respectful, helpful and professional way at all times PC19. Help to give good customer service by passing messages to colleagues
Develop and sustain effective working relationships with stake-holders	PC20. Understand the roles and responsibilities of the different people you will be working with PC21. Agree and record arrangements for joint working that are appropriate and effective PC22. Agree to the information sharing timing, reasons and confidentiality PC23. Discuss on how and when the joint work will be monitored and reviewed PC24. Undertake your role in the joint working in a way that is consistent with agreements made, your own job role and relevant policies and standards PC25. Represent your agency's views and policies in a clear and constructive way PC26. Identify any tensions and issues in the joint working and seek to address them with the people involved PC27. Seek appropriate support when you are having difficulty working effectively with staff in other agencies
Knowledge and Understanding (K)	
E. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. How to make sure information is correct and current KA2. The different documents / report formats that you are required to keep KA3. Your organization's procedures and policies for preparing and passing on written information KA4. The limits of your authority and responsibility for passing on information KA5. The regulations or policies that you should follow for using communications systems, including for private use KA6. The terminology that you should use in communication mediums (phonetic alphabet, the 24 hour clock, call signs, etc.) KA7. Who to ask if you need to clarify something, or ask questions about your work KA8. How to talk and work with others to work efficiently, without adversely affecting your own work; the difference between hearing and listening KA9. How to use and read body language effectively KA10. How to use questions to check that you understand what customers are telling you KA11. How to summarize and speak clearly KA12. The relevant legislation, organizational policies and procedures that apply to joint working KA13. The roles and functions of your stake-holders and their broad structures, methods of communication and decision making processes KA14. The principles and benefits of joint working between different stakeholders KA15. The factors likely to hinder joint working

B. Technical Knowledge	KB1. How to make sure your communication equipment is working properly and what to do if it isn't KB2. What to do if there are problems in using communications equipment, and the location of alternatives that you could use
Skills (S)	
M. Core Skills/ Generic Skills	**Writing Skills,**
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	Communication Skills
	On the job the individual needs to be able to: SA5. Use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values SA6. Carry out verbal instructions from other team members and supervisors SA7. Read and interpret simple workplace documents SA8. Complete simple written workplace forms and share work-related information with other team members
N. Professional Skills	**Decision Making**
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Problem-solving
	On the job the individual needs to be able to: SB2. Demonstrate sensitivity to customer needs and concerns SB3. Anticipate problems and act to avoid them where possible SB4. Solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
	Teamwork
	On the job the individual needs to be able to: SB5. Work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
	Problem Solving
	On the job the individual needs to be able to identify and respond to: SB6. Breakdowns and malfunction of equipment. SB7. Unsafe and hazardous working conditions. SB8. Security breaches.

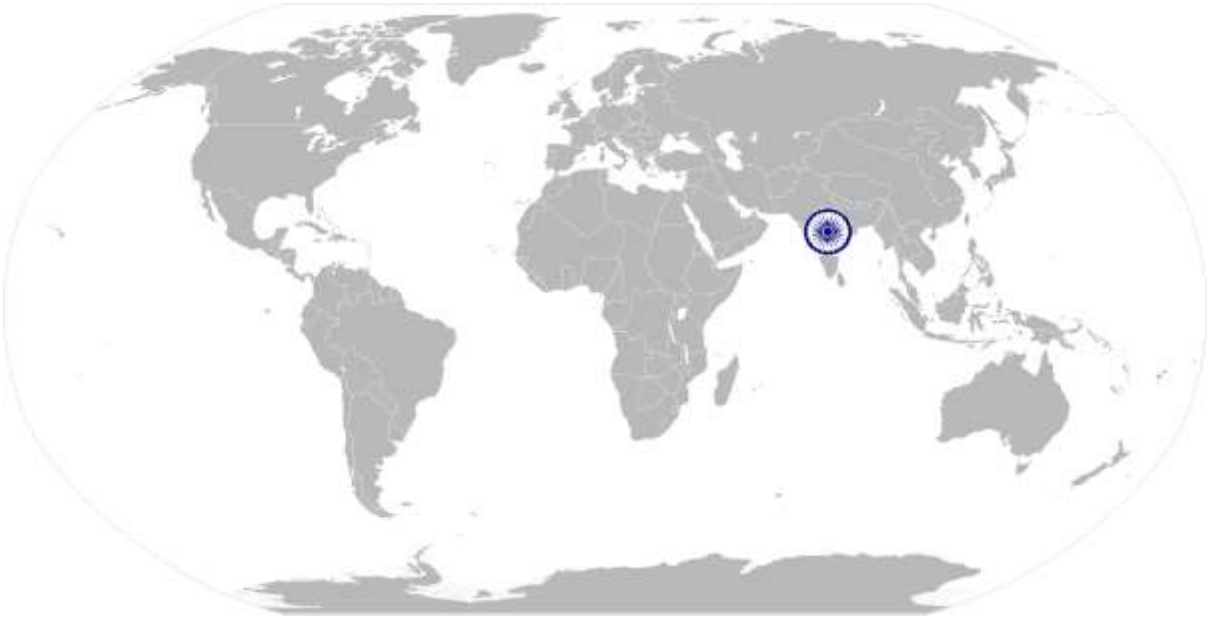
	Initiative and enterprise
	On the job the individual needs to be able to: SB9. Adapt to new situations, including changing workplace procedures.
	Planning and organizing
	SB10. Understand and follow store policies regarding work availability, rosters and work duties SB11. Work within the store culture by practicing inclusive behavior SB12. Manage personal presentation, hygiene and time SB13. Priorities and complete delegated tasks under instruction
	Learning
	SB14. Identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best SB15. Accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures
	Technology
	On the job the individual needs to be able to: SB16. Select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures SB17. Recognize and report faulty equipment and follow store workplace health and safety procedures

NOS Version Control

NOS Code :	**RAS / N0145**		
Credits(NSQF)	**Level 4**	**Version number**	**1.0**
Industry	**Retail**	**Drafted on**	**26/11/14**
Industry Sub-sector	**B2B & B2C**	**Last reviewed on**	**26/11/14**
Occupation	**Store Operations**	**Next review date**	**25/11/15**

Back To NOS List

National Occupational Standard



Overview

This NOS covers the skills and knowledge for an individual to help maintain healthy and safety.

National Occupational Standard

Unit Code	RAS / N0122
Unit Title (Task)	**Help maintain healthy and safety**
Description	This OS describes the skills and knowledge required to help maintain healthy and safety.
Scope	This unit applies to individuals to help maintain healthy and safety in retail operations. • Deal with accidents and emergencies • Help to reduce risks to health and safety The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope	
Element	**Performance Criteria**
Deal with accidents and emergencies	To be competent, the user/individual on the job must be able to: PC1. Follow company procedures and legal requirements for dealing with accidents and emergencies. PC2. Speak and behave in a calm way while dealing with accidents and emergencies. PC3. Report accidents and emergencies promptly, accurately and to the right person. PC4. Recognise when evacuation procedures have been started and following company procedures for evacuation.
Help to reduce risks to health and safety	To be competent, the user/individual on the job must be able to: PC5. Follow the health and safety requirements laid down by your company and by law, and encourage colleagues to do the same. PC6. Promptly take the approved action to deal with risks if you are authorised to do so. PC7. If you do not have authority to deal with risks, report them promptly to the right person. PC8. Use equipment and materials in line with the manufacturer's instructions.

Knowledge and Understanding (K)	
F. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. Company procedures and legal requirements for dealing with accidents and emergencies. KA2. Reporting accidents and emergencies promotes health and safety. KA3. Legal and company requirements for reporting accidents and emergencies. KA4. Company procedures for evacuation, including how the alarm is raised and where emergency exits and assembly points are. KA5. Health and safety requirements laid down by your company and by law. KA6. Setting a good example contributing to health and safety in the workplace. KA7. Authority and responsibility for dealing with health and safety risks, and the importance of not taking on more responsibility than you are authorised to.

	KA8. Approved procedures for dealing with health and safety risks. KA9. Finding instructions for using equipment and materials.
B. Technical Knowledge	On the job the individual needs to apply technical knowledge of KB1. Techniques for speaking and behaving in a calm way while dealing with accidents and emergencies. KB2. Emergency response techniques. KB3. Using machinery and escape methods to have minimal loss to material and life.
Skills (S)	
O. Core Skills/ Generic Skills	**Writing Skills,**
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	Communication Skills
	On the job the individual needs to be able to: SA5. Use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values SA6. Carry out verbal instructions from other team members and supervisors SA7. Read and interpret simple workplace documents SA8. Complete simple written workplace forms and share work-related information with other team members
P. Professional Skills	**Decision Making**
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Problem-solving
	On the job the individual needs to be able to: SB2. Demonstrate sensitivity to customer needs and concerns SB3. Anticipate problems and act to avoid them where possible SB4. Solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
	Teamwork
	On the job the individual needs to be able to: SB5. Work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
	Problem Solving
	On the job the individual needs to be able to identify and respond to: SB6. Breakdowns and malfunction of equipment.

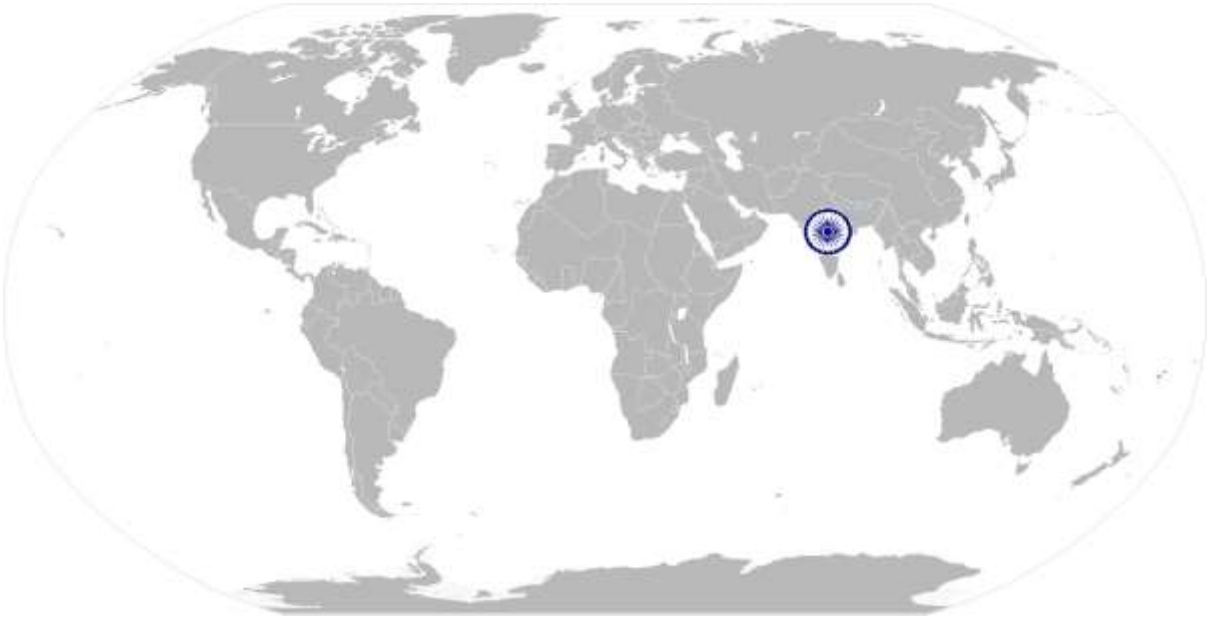
	SB7. Unsafe and hazardous working conditions. SB8. Security breaches.
	Initiative and enterprise
	On the job the individual needs to be able to: SB9. Adapt to new situations, including changing workplace procedures.
	Planning and organizing
	SB10. Understand and follow store policies regarding work availability, rosters and work duties SB11. Work within the store culture by practicing inclusive behavior SB12. Manage personal presentation, hygiene and time SB13. Priorities and complete delegated tasks under instruction
	Learning
	SB14. Identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best SB15. Accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures
	Technology
	On the job the individual needs to be able to: SB16. Select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures SB17. Recognize and report faulty equipment and follow store workplace health and safety procedures

NOS Version Control

NOS Code :	**RAS / N0122**		
Credits(NSQF)	**Level 4**	**Version number**	**1.0**
Industry	**Retail**	**Drafted on**	**26/11/14**
Industry Sub-sector	**B2B & B2C**	**Last reviewed on**	**26/11/14**
Occupation	**Store Operations**	**Next review date**	**25/11/15**

Back To NOS List

National Occupational Standard



Overview

This NOS covers the skills and knowledge for an individual to monitor and solve customer service problems

National Occupational Standard

Unit Code	**RAS / N0150**
Unit Title (Task)	**Monitor and solve customer service problems**
Description	This OS describes the skills and knowledge required to monitor and solve customer service problems
Scope	This unit applies to individuals to monitor and solve customer service problems • Solve immediate customer service problems • Identify repeated customer service problems and solving them • Take action to avoid the repetition of customer service problems The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope	
Element	**Performance Criteria**
Solve immediate customer service problems	To be competent, the user/individual on the job must be able to: PC1. Respond positively to customer service problems following organisational guidelines PC2. Solve customer service problems when you have sufficient authority PC3. Work with others to solve customer service problems PC4. Keep customers informed of the actions being taken PC5. Checking if the customers are comfortable with the actions taken PC6. Solve problems with service system and procedures PC7. Inform co workers of the steps taken to solve specific problems
Identify repeated customer service problems and solving them	PC8. Identify repeated customer service problems PC9.Identify advantages and disadvantages of options for dealing with problems PC10.Selecting the best option ,balancing customers' needs and needs of organisation
Take action to avoid the repetition of customer service problems	PC11.Obtain approval from sufficient authority to change guidelines to reduce a problem PC12.Action your agreed solution PC13.Keeping customers positively involved in steps taken to solve problem PC14. Monitor and adjust changes made

Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. Organizational procedures and systems for dealing with customers problems KA2. Organizational procedures and systems for identifying repeated customers problems KA3. How successful resolution of customers problems contribute to customers loyalty with the external customer and improve working relationships with service partners or internal customers KA4. How to negotiate and reassure customers while their problems are being

	solved
B. Technical Knowledge	NA
Skills (S)	
Q. Core Skills/ Generic Skills	**Writing Skills,**
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	Communication Skills
	On the job the individual needs to be able to: SA5. Use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values SA6. Carry out verbal instructions from other team members and supervisors SA7. Read and interpret simple workplace documents SA8. Complete simple written workplace forms and share work-related information with other team members
R. Professional Skills	**Decision Making**
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Problem-solving
	On the job the individual needs to be able to: SB2. Demonstrate sensitivity to customer needs and concerns SB3. Anticipate problems and act to avoid them where possible SB4. Solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
	Teamwork
	On the job the individual needs to be able to: SB5. Work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
	Problem Solving
	On the job the individual needs to be able to identify and respond to: SB6. Breakdowns and malfunction of equipment. SB7. Unsafe and hazardous working conditions. SB8. Security breaches.
	Initiative and enterprise

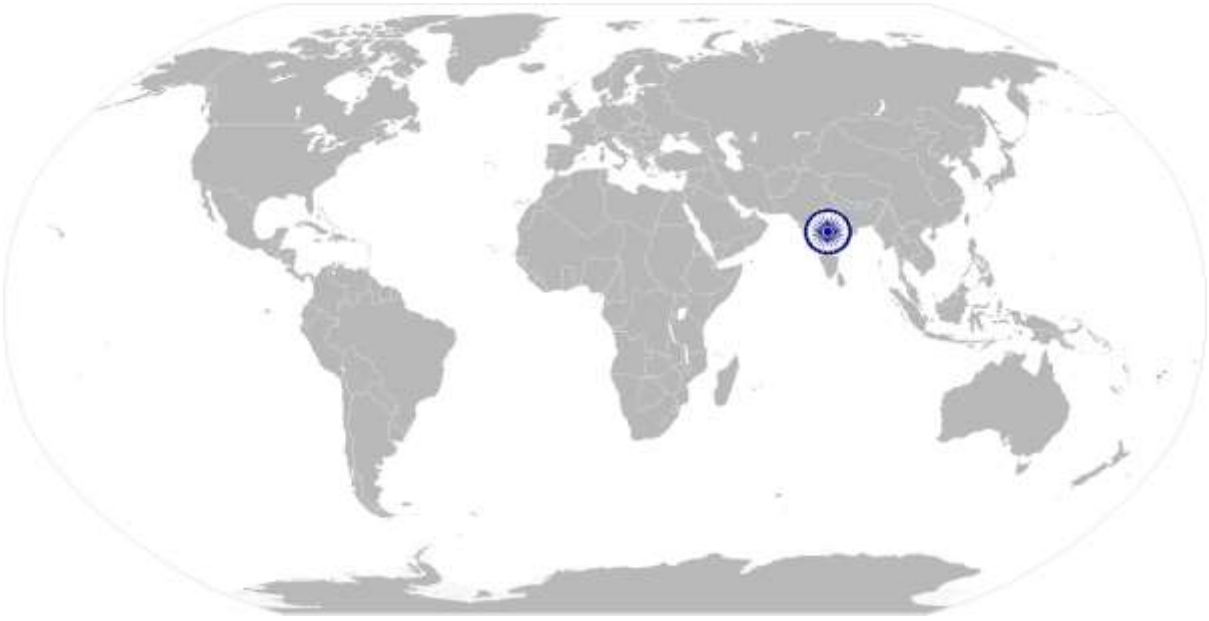
	On the job the individual needs to be able to: SB9. Adapt to new situations, including changing workplace procedures.
	Planning and organizing
	SB10. Understand and follow store policies regarding work availability, rosters and work duties SB11. Work within the store culture by practicing inclusive behavior SB12. Manage personal presentation, hygiene and time SB13. Priorities and complete delegated tasks under instruction
	Learning
	SB14. Identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best SB15. Accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures
	Technology
	On the job the individual needs to be able to: SB16. Select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures SB17. Recognize and report faulty equipment and follow store workplace health and safety procedures

NOS Version Control

NOS Code :	**RAS / N0150**		
Credits(NSQF)	**TBD**	**Version number**	**1.0**
Industry	**Retail**	**Drafted on**	**26/11/14**
Industry Sub-sector	**B2B & B2C**	**Last reviewed on**	**26/11/14**
Occupation	**Store Operations**	**Next review date**	**25/11/15**

Back To NOS List

National Occupational Standard



Overview

This NOS covers the skills and knowledge for an individual to be proficient to work effectively in a Retail Team

National Occupational Standard

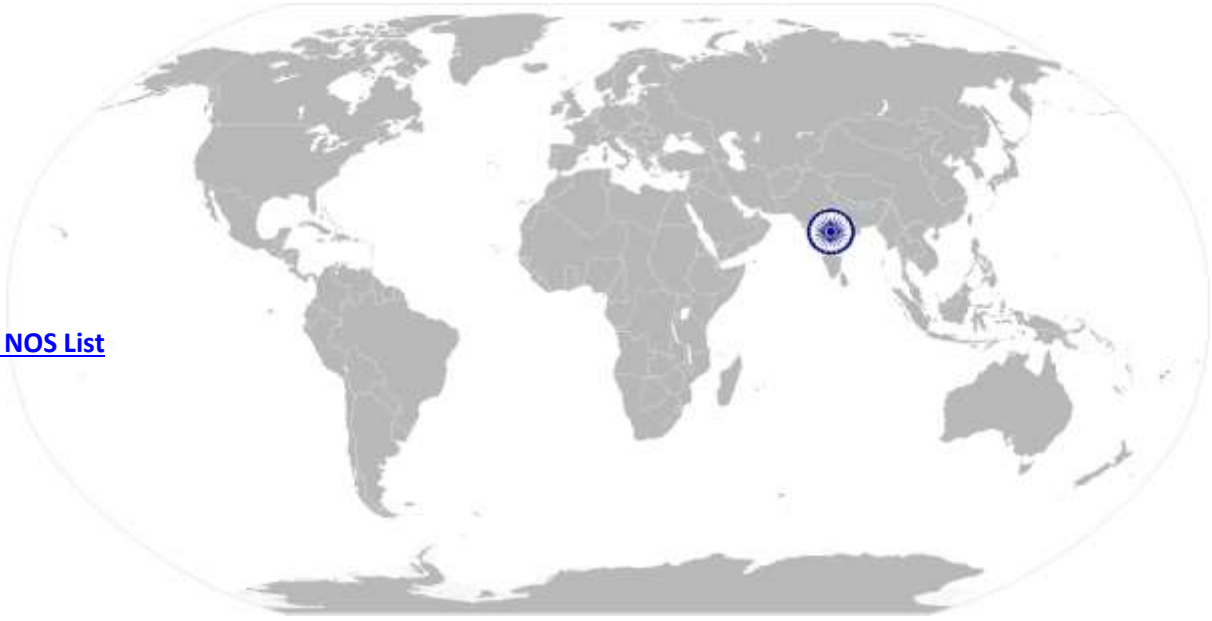
Unit Code	**RAS / N0137**
Unit Title (Task)	**Work Effectively in a Retail Team**
Description	This OS describes the skills and knowledge required to work effectively within and with teams across a Retail environment.
Scope	This unit applies to individuals in a Retail environment who are required within their job role to work as part of a team or to work cooperatively with other teams where no reporting relationship is in place. Requirement of this role would include but not be limited to: • Interaction with team members • Cooperation with other teams • Supporting and guiding team activities The role may be performed in a range of Retail Environments such as: • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores • Distribution Centre • Shopping Mall
Performance Criteria	
Element	**Performance Criteria**
Support the work team	To be competent, the user/individual on the job must be able to: PC1. Display courteous and helpful behaviour at all times. PC2. Take opportunities to enhance the level of assistance offered to colleagues. PC3. Meet all reasonable requests for assistance within acceptable workplace timeframes. PC4. Complete allocated tasks as required. PC5. Seek assistance when difficulties arise. PC6. Use questioning techniques to clarify instructions or responsibilities. PC7. Identify and display a non discriminatory attitude in all contacts with customers and other staff members.
Maintain personal presentation	To be competent, the user/individual on the job must be able to: PC1. Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact. PC2. Follow personal hygiene procedures according to organisational policy and relevant legislation.

Develop effective work habits	To be competent, the user/individual on the job must be able to: PC1. Interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task. PC2. Interpret, confirm and act on legal requirements in regard to anti-discrimination, sexual harassment and bullying. PC3. Ask questions to seek and clarify workplace information. PC4. Plan and organise daily work routine within the scope of the job role. PC5. Prioritise and complete tasks according to required timeframes. PC6. Identify work and personal priorities and achieve a balance between competing priorities.
Knowledge and Understanding (K)	
B. Organizational Context	On the job the individual needs to apply organisational knowledge of: KA1. The policies and procedures relating to the job role. KA2. The value system of the organisation. KA3. Employee rights and obligations. KA4. The reporting hierarchy and escalation matrix.
B. Technical Knowledge	On the job the individual needs to apply technical knowledge of communication and interpersonal skills to: KB1. Ask questions to identify and confirm requirements. KB2. Follow routine instructions through clear and direct communication. KB3. Use language and concepts appropriate to cultural differences. KB4. Use and interpret non-verbal communication. KB5. The scope of information or materials required within the parameters of the job role. KB6. Consequences of poor team participation on job outcomes. KB7. Work health and safety requirements.
Skills (S)	
S. Core Skills/ Generic Skills	**Writing Skills,**
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	Communication Skills
	On the job the individual needs to be able to: SA5. Use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values SA6. Carry out verbal instructions from other team members and supervisors SA7. Read and interpret simple workplace documents SA8. Complete simple written workplace forms and share work-related information with other team members
T. Professional Skills	**Decision Making**

	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Problem-solving
	On the job the individual needs to be able to: SB2. Demonstrate sensitivity to customer needs and concerns SB3. Anticipate problems and act to avoid them where possible SB4. Solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
	Teamwork
	On the job the individual needs to be able to: SB5. Work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
	Problem Solving
	On the job the individual needs to be able to identify and respond to: SB6. Breakdowns and malfunction of equipment. SB7. Unsafe and hazardous working conditions. SB8. Security breaches.
	Initiative and enterprise
	On the job the individual needs to be able to: SB9. Adapt to new situations, including changing workplace procedures.
	Planning and organizing
	SB10. Understand and follow store policies regarding work availability, rosters and work duties SB11. Work within the store culture by practicing inclusive behavior SB12. Manage personal presentation, hygiene and time SB13. Priorities and complete delegated tasks under instruction
	Learning
	SB14. Identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best SB15. Accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures
	Technology
	On the job the individual needs to be able to: SB16. Select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures SB17. Recognize and report faulty equipment and follow store workplace health and safety procedures

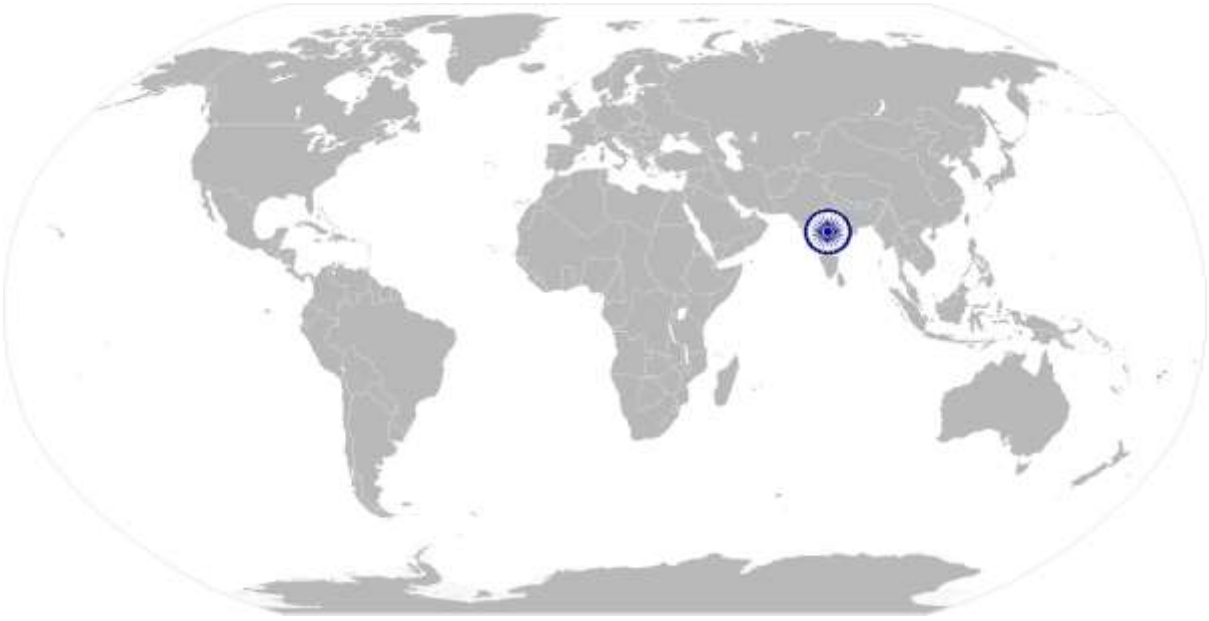
NOS Version Control

NOS Code :	**RAS / N0137**		
Credits(NSQF)	**TBD**	**Version number**	**1.0**
Industry	**Retail**	**Drafted on**	**26/11/14**
Industry Sub-sector	**B2B & B2C**	**Last reviewed on**	**26/11/14**
Occupation	**Store Operations**	**Next review date**	**25/11/15**



Back To NOS List

National Occupational Standard



Overview

This NOS covers the skills and knowledge for an individual to work effectively in an organisation.

National Occupational Standard

Unit Code	RAS / N0138
Unit Title (Task)	**Work effectively in your organisation**
Description	This OS describes the skills and knowledge required to work effectively in an organisation.
Scope	This unit applies to individuals to work effectively in an organisation in retail operations. • Support effective team working • Help plan and organise own learning • Help others learn The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope	
Element	**Performance Criteria**
Support effective team working	To be competent, the user/individual on the job must be able to: PC1. Share work fairly with colleagues, taking account of your own and others' preferences, skills and time available. PC2. Make realistic commitments to colleagues and do what you have promised you will do. PC3. Let colleagues know promptly if you will not be able to do what you have promised and suggest suitable alternatives. PC4. Encourage and support colleagues when working conditions are difficult. PC5. Encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect. PC6. Follow the company's health and safety procedures as you work.
Help plan and organise own learning	To be competent, the user/individual on the job must be able to: PC7. Discuss and agree with the right people goals that are relevant, realistic and clear. PC8. Identify the knowledge and skills you will need to achieve your goals. PC9. Agree action points and deadlines that are realistic, taking account of your past learning experiences and the time and resources available for learning. PC10. Regularly check your progress and, when necessary, change the way you work. PC11. Ask for feedback on your progress from those in a position to give it, and use their feedback to improve your performance.

Help others learn	To be competent, the user/individual on the job must be able to: PC12. Encourage colleagues to ask you for work-related information or advice that you are likely to be able to provide. PC13. Notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice. PC14. Give clear, accurate and relevant information and advice relating to tasks and procedures. PC15. Explain and demonstrate procedures clearly, accurately and in a logical sequence. PC16. Encourage colleagues to ask questions if they don't understand the information and advice you give them. PC17. Give colleagues opportunities to practise new skills, and give constructive feedback. PC18. Check that health, safety and security are not compromised when you are helping others to learn. PC19. Check that health, safety and security are not compromised when you are helping others to learn.
Knowledge and Understanding (K)	
C. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. Team's purpose, aims and targets. KA2. Responsibility for contributing to the team's success. KA3. Colleagues' roles and main responsibilities. KA4. The importance of sharing work fairly with colleagues. KA5. Factors that can affect your own and colleagues' willingness to carry out work, including skills and existing workload. KA6. The importance of being a reliable team member. KA7. Factors to take account of when making commitments, including your existing workload and the degree to which interruptions and changes of plan are within your control. KA8. The importance of maintaining team morale, the circumstances when morale is likely to flag, and the kinds of encouragement and support that are likely to be valued by colleagues. KA9. The importance of good working relations, and techniques for removing tension between colleagues. KA10. The importance of following the company's policies and procedures for health and safety, including setting a good example to colleagues. KA11. Who can help you set goals, help you plan your learning, and give you feedback about your progress. KA12. Identifying the knowledge and skills you will need to achieve your goals. KA13. Checking your progress. KA14. Adjusting plans as needed to meet goals. KA15. Asking for feedback on progress. KA16. Responding positively. KA17. Helping others to learn in the workplace. KA18. Working out what skills and knowledge you can usefully share with others. KA19. Health, safety and security risks that are likely to arise when people are learning on the job, and how to reduce these risks.

B. Technical Knowledge	Not Applicable
Skills (S)	
U. Core Skills/ Generic Skills	**Writing Skills,**
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	Communication Skills
	On the job the individual needs to be able to: SA5. Use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values SA6. Carry out verbal instructions from other team members and supervisors SA7. Read and interpret simple workplace documents SA8. Complete simple written workplace forms and share work-related information with other team members
V. Professional Skills	**Decision Making**
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Problem-solving
	On the job the individual needs to be able to: SB2. Demonstrate sensitivity to customer needs and concerns SB3. Anticipate problems and act to avoid them where possible SB4. Solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
	Teamwork
	On the job the individual needs to be able to: SB5. Work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
	Problem Solving
	On the job the individual needs to be able to identify and respond to: SB6. Breakdowns and malfunction of equipment. SB7. Unsafe and hazardous working conditions. SB8. Security breaches.
	Initiative and enterprise

	On the job the individual needs to be able to: SB9. Adapt to new situations, including changing workplace procedures.
	Planning and organizing
	SB10. Understand and follow store policies regarding work availability, rosters and work duties SB11. Work within the store culture by practicing inclusive behavior SB12. Manage personal presentation, hygiene and time SB13. Priorities and complete delegated tasks under instruction
	Learning
	SB14. Identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best SB15. Accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures
	Technology
	On the job the individual needs to be able to: SB16. Select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures SB17. Recognize and report faulty equipment and follow store workplace health and safety procedures

NOS Version Control

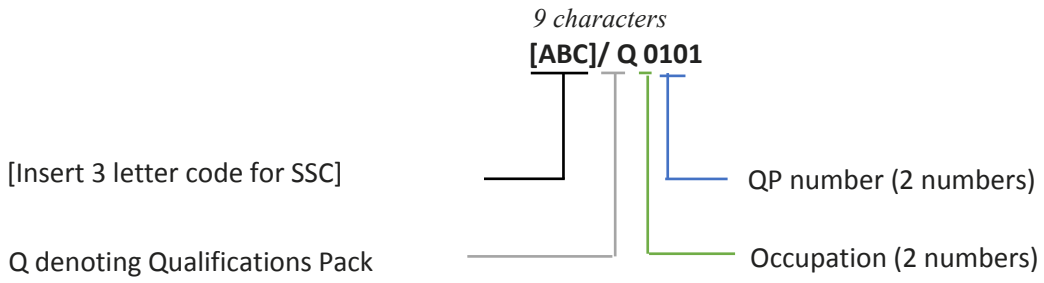
NOS Code Font: Calibri(Body) Font Size 11, Bold White	**RAS / N0138**		
Credits(NSQF)	**TBD**	**Version number**	**1.0**
Industry	**Retail**	**Drafted on**	**26/11/14**
Industry Sub-sector	**B2B & B2C**	**Last reviewed on**	**26/11/14**
Occupation	**Store Operations**	**Next review date**	**25/11/15**

Back To NOS List

Annexure

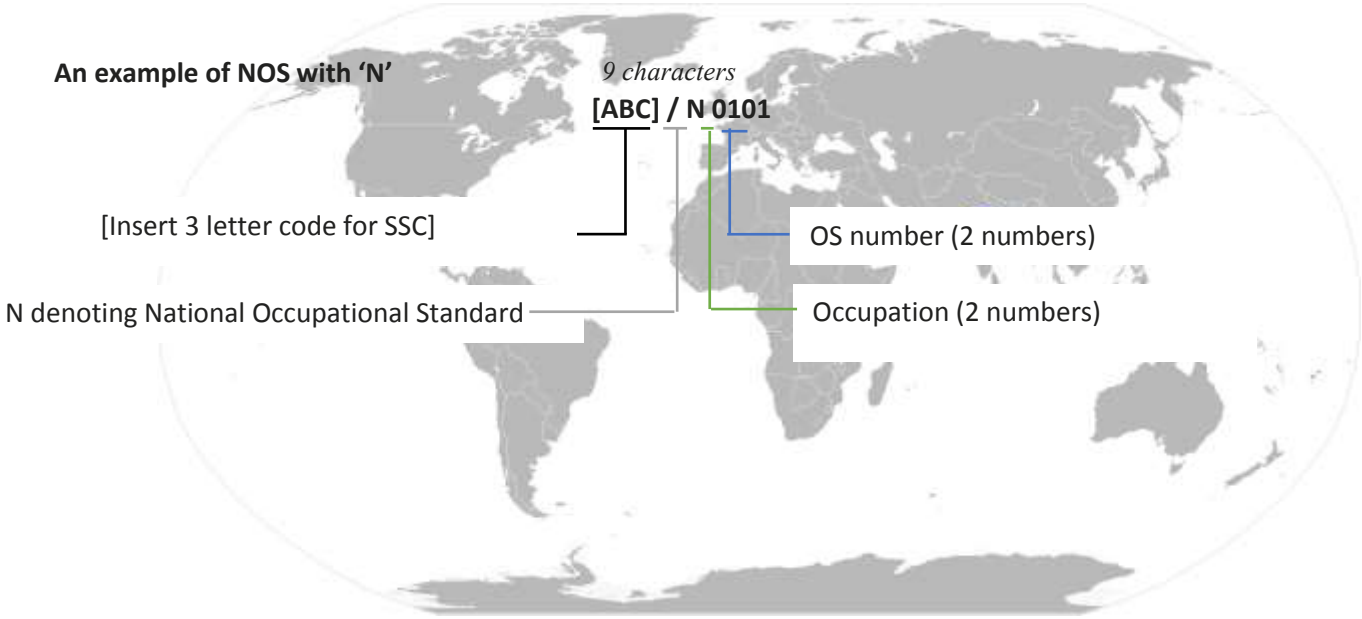
Nomenclature for QP and NOS

Qualifications Pack



Occupational Standard

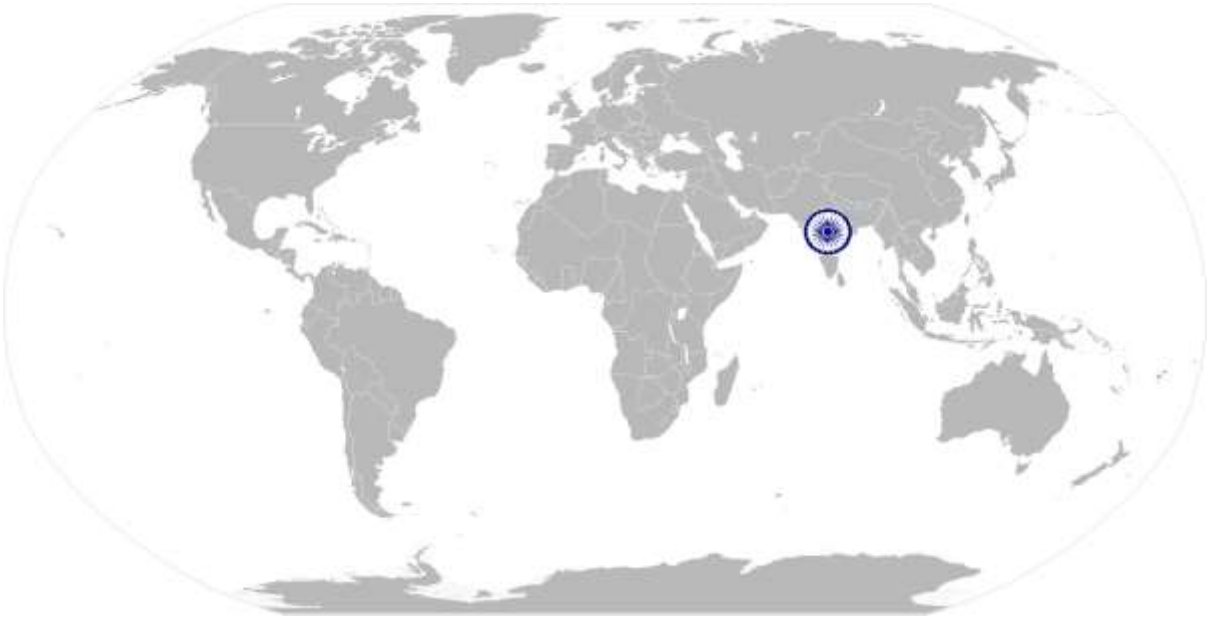
An example of NOS with 'N'



Back to top…

The following acronyms/codes have been used in the nomenclature above:

Sequence	Description	Example
Three letters	Industry name	RAS
Slash	/	/
Next letter	Whether **Q**P or **N**OS	N
Next two numbers	Occupation code	01
Next two numbers	OS number	01



Criteria for Assessment

Job Role	Team Leader
Qualifiaction Pack	RAS / Q0105
Sector Skill Council	Retailers Association's Skill Council of India (RASCI)

Guidelines for Assessment:

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Individual assessment agencies will create *unique question papers for theory part for each candidate at each examination/training centre* (as per assessment criteria below)
4. Individual assessment agencies will create *unique evaluations for skill practical for every student at each examination/training centre* based on this criteria
5. To pass the Qualification Pack, every trainee should score a minimum of 70% in QP
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
RAS / N0146 To organize the display of products at the store	PC1. Comply with health, safety and hygiene requirements and wear the correct personal protective clothing and equipment throughout the process.	100	5	2.5	2.5
	PC2. Check whether the display area, equipment and accessories are clean and take prompt action on finding any problems.		5	2.5	2.5
	PC3. Assemble and check products and additional materials and prepare them for use.		5	2.5	2.5
	PC4. Review the products available for display, estimate the quantities required and select those products which are most suitable with regard to shelf life, demand, appeal and promotional requirements.		10	5	5
	PC.5 Prepare the display to ensure maximum appeal and to comply with product safety requirements		5	2.5	2.5
	PC1. Confirm requirements for labelling of products with the relevant people.		5	2.5	2.5
	PC2. Confirm label information is correct and conforms to legal and standard operational requirements,with the relevant people.		5	2.5	2.5
	PC3. Position labels for products correctly.		10	5	5
	PC4. Ensure that labels are legible,visible to customers,and securely positioned in the correct place		5	2.5	2.5
	PC1. Check and take steps to ensure that the display area always meets the requirement of		5	2.5	2.5

ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	hygiene,safety and saleability.				
	PC2. Transfer products safely to the display area according to instructions and specifications.		5	2.5	2.5
	PC3. Arrange and promptly replace products and additional materials in a way this is attractive to customers and meets the requirements of hygiene and safety.		10	5	5
	PC4. Where product is not available, you reposition and reorganize the position of products and accessories to maintain presentation and to meet trading conditions.		5	2.5	2.5
	PC5. Monitor displays according to instructions and specifications.		10	5	5
	PC6. Carry out any emergency cleaning procedures promptly when required.		5	2.5	2.5
	PC7. Take prompt action to address any product or display related problem		5	2.5	2.5
	Total	NOS Total	100	50	50
RAS / N0147 To process the sale of products	PC1. Confirm prices of product and supplies with customers and ensure customers are agreeable to the pricing,terms and the department's business policies.	100	15	7.5	7.5
	PC2. Confirm that customer is aware and agreeable to the modes of payment available at the department		15	7.5	7.5
	PC3. Process payment or credit in line with business policies and ensure accurate accounting of units of purchased product or supplies and the payments and credits processed.		15	7.5	7.5
	PC4. Ensure safe handling and movement of product and supplies off the racks and through to billing counters.		15	7.5	7.5
	PC5. Ensure appropriate and accurate processing and safe storage of payments, vouchers,records and receipts.		15	7.5	7.5
	PC6. Ensure proper functioning of departmental processes that lead to a sale and alert appropriate persons in case of a process malfunction or process failure.		10	5	5
	PC7.Conclude dealing with customers with appropriate and prescribed mannerisms		15	7.5	7.5
	Total	NOS Total	100	50	50
RAS / N0139 To plan visual merchandising	PC1. Identify the purpose, content and style of the display.	100	10	5	5
	PC2. Identify the equipment, materials, merchandise and props you need to create and		10	5	5

ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	install the display and the dates for completing it.				
	PC3. Evaluate whether the place you plan to put the display is likely to fulfil the design brief.		10	5	5
	PC4. Create new and effective ways of improving the visual effect of displays, within the limits of the design brief, the company's visual design policies and the authority you have.		15	7.5	7.5
	PC1. Confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention.		10	5	5
	PC2. Identify other merchandise and props when those originally specified are not available or not suitable, and agree your selections with the right person.		15	7.5	7.5
	PC3. Agree arrangements for delivery of merchandise and props with the right people, allowing enough time for deliveries to arrive before the display must be installed.		10	5	5
	PC4. Check the progress of deliveries and take suitable action if delays seem likely.		10	5	5
	PC5. Update stock records to account for merchandise on display.		10	5	5
	Total	NOS Total	100	50	50
RAS / N0140 To establish and satisfy customer needs	PC1. Stay alert to, and make unobtrusive observations about, customer choices and movements within the store	100	10	5	5
	PC2. Heed to customer queries about the products and supplies they wish to purchase and unobtrusively and politely enquire about their purchase requirements, when necessary		10	5	5
	PC3. Help customers identify the product or supplies they wish to purchase and direct / accompany them to the exact store location where the specific product or supplies are stocked / displayed		10	5	5
	PC4.Confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections		10	5	5
	PC1. Extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice		10	5	5
	PC2. Provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions		10	5	5
	PC3. Enable customers to make choices appropriate with their product, supplies and		10	5	5

ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	brand preferences and complete their basket of purchases				
	PC4. Where allowed, by store or business policy, advise the customer to sample the product or supplies in the course of the purchase decision		10	5	5
	PC5. Maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas		10	5	5
	PC6. Ensuring that customers fulfil their purchase process smoothly from start to billing by minimizing waiting times at different stages of the process		10	5	5
	Total	NOS Total	100	50	50
RAS / N0148 To maintain the availabilty of goods for sale to customers	PC1. Confirm the purchase of the display and any relevant requirements and standards and , where necessary , check them with the appropriate authority	100	4	2	2
	PC2. Clearly explain to staff the purpose of the display and any relevant requirements and standards		4	2	2
	PC3. Check that staff prepare the display area and put the display together in a a way that causes the least inconvenience to customers		4	2	2
	PC4. Provide constructive feedback to staff on their performance		4	2	2
	PC5. Provde opportunities for staff to check they understand the requirements and standards of the display		4	2	2
	PC6. Check that the assembled display confirms to company requirements and standards		4	2	2
	PC7. Obtain permission from the appropriate authority to modify or change the display		4	2	2
	PC8. Monitor that information has been placed accurately and legally, and is chosen and positioned to promote sales effectively		4	2	2
	PC9. Keep complete , accurate and up- to- date records of displays		4	2	2
	PC1. Identity what standards the display should meet		4	2	2
	PC2. Check displays against all the relevant standards to decide how effective they are		4	2	2
	PC3. Encourage staff to make helpful comments and identify changes that may make the display more appealing to customers		4	2	2
	PC4. Ask the right person for permission to make any changes that you cannot authorize		4	2	2

ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	yourself				
	PC5. Give staff clear instructions and encouragement so that they can make any changes needed to the display		4	2	2
	PC6.Take prompt and suitable action to deal with any risks to security or health and safety that your assessment has revealed		4	2	2
	PC1. Collect and record accurate information on price changes		4	2	2
	PC2. Give accurate, up-to-date price information to the staff who need it		4	2	2
	PC3. Regularly check price marking and promptly sort out any pricing problems you spot		4	2	2
	PC4. Make sure that syock replenishment plans are up-to-date and realistic		4	2	2
	PC5. Deal with out of date or deteorioting stock in line with company policy and any relavent laws		4	2	2
	PC6. Involve staff in spotting potential improvements to the way stock is organised and presented		4	2	2
	PC7. Spot realistic and effective ways of improving how stock is organised and presented		8	4	4
	PC8. Get permission from the right person ,where necessary, to improve the way stock is organised and presented		4	2	2
	PC9.Make sure that you maintain customer goodwill and staff morale while stock is being reorganised		4	2	2
	Total	NOS Total	100	50	50
RAS / N0131 To allocate and check work in your team	PC1. Use information collected on the performance of team members in any formal appraisal of performance.	100	10	5	5
	PC2. Recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager.		10	5	5
	PC3. Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.		5	2.5	2.5
	PC4. Monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.		5	2.5	2.5
	PC5. Motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help		10	5	5

ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	completion.				
	PC6. Support team members in identifying and dealing with problems and unforeseen events.		5	2.5	2.5
	PC7. Check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.		10	5	5
	PC8. Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.		10	5	5
	PC9. Recognise and seek to find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity.		5	2.5	2.5
	PC10. Brief team members on the work they have been allocated and the standard or level of expected performance.		10	5	5
	PC11. Allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development.		5	2.5	2.5
	PC12. Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources.		5	2.5	2.5
	PC13.Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues		10	5	5
	Total	NOS Total	100	50	50
RAS / N0145 To communicate effectively with stake-holders	PC1. Pass on written information only to those people authorised to receive it and within agreed timescales	100	4	2	2
	PC2. Keep the information in written documents as required by your organization;		4	2	2
	PC3. Maintain the communication mediums in line your instructions and organisation's procedures		4	2	2
	PC4. Make sure the communication equipment you use is working properly, take corrective action as required		4	2	2
	PC5. Acknowledge incoming communication promptly and clearly, using appropriate terminology		4	2	2
	PC6. Pass on information to persons who		4	2	2

ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	require it within agreed timescales				
	PC7. Check to ensure that the information you give is understood by the receivers		4	2	2
	PC8.Take prompt and effective action when there is difficulty in transmission or reception of information		4	2	2
	PC1. Accurately interpret and act upon instructions that you receive		4	2	2
	PC2. Make sure you get clarifications when you need to		4	2	2
	PC3. Consult with and help your team members to maximise efficiency in carrying out tasks		4	2	2
	PC4. Give instructions to others clearly, at a pace and in a manner that helps them to understand		4	2	2
	PC5. Listen actively and identify the most important things that customers are saying		4	2	2
	PC6. Identify the most important things that customers are telling you		4	2	2
	PC7. Summarize information for customers		4	2	2
	PC8. Use appropriate body language when communicating with customers		4	2	2
	PC9. Read your customers' body language to help you understand their feelings and wishes		4	2	2
	PC10. Deal with customers in a respectful, helpful and professional way at all times		2	1	1
	PC11.Help to give good customer service by passing messages to colleagues		2	1	1
	PC1. Understand the roles and responsibilities of the different people you will be working with		4	2	2
	PC2. Agree and record arrangements for joint working that are appropriate and effective		2	1	1
	PC3. Agree to the information sharing timing, reasons and confidentiality		4	2	2
	PC4. Discuss on how and when the joint work will be monitored and reviewed		4	2	2
	PC5. Undertake your role in the joint working in a way that is consistent with agreements made, your own job role and relevant policies and standards		4	2	2
	PC6. Represent your agency's views and policies in a clear and constructive way		4	2	2
	PC7. Identify any tensions and issues in the joint working and seek to address them with the people involved		2	1	1
	PC8.Seek appropriate support when you are having difficulty working effectively with staff in other agencies		4	2	2

ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	Total	NOS Total	100	50	50
RAS / N0122 To help maintain healthy and safety	PC1. Follow company procedures and legal requirements for dealing with accidents and emergencies.	100	15	7.5	7.5
	PC2. Speak and behave in a calm way while dealing with accidents and emergencies.		15	7.5	7.5
	PC3. Report accidents and emergencies promptly, accurately and to the right person.		10	5	5
	PC4.Recognise when evacuation procedures have been started and following company procedures for evacuation		10	5	5
	PC1. Follow the health and safety requirements laid down by your company and by law, and encourage colleagues to do the same.		15	7.5	7.5
	PC2. Promptly take the approved action to deal with risks if you are authorised to do so.		10	5	5
	PC3. If you do not have authority to deal with risks, report them promptly to the right person.		15	7.5	7.5
	PC4. Use equipment and materials in line with the manufacturer's instructions.		10	5	5
	Total	NOS Total	100	50	50
RAS / N0150 To monitor and solve customer service problems	PC1. Respond positively to customer service problems following organisational guidelines	100	10	5	5
	PC2. Solve customer service problems when you have sufficient authority		5	2.5	2.5
	PC3. Work with others to solve customer service problems		10	5	5
	PC4. Keep customers informed of the actions being taken		5	2.5	2.5
	PC5. Checking if the customers are comfortable with the actions taken		5	2.5	2.5
	PC6. Solve problems with service system and procedures		10	5	5
	PC7.Inform co workers of the steps taken to solve specific problems		5	2.5	2.5
	PC1. Identify repeated customer service problems		10	5	5
	PC2.Identify advantages and disadvantages of options for dealing with problems		5	2.5	2.5
	PC3.Selecting the best option ,balancing customers needs and needs of organisation		5	2.5	2.5
	PC1.Obtain approval from sufficient authority to change guidelines to reduce a problem		10	5	5
	PC2.Action your agreed solution		5	2.5	2.5
	PC3.Keeping customers positively involved in steps taken to solve problem		10	5	5
	PC4. Monitor and adjust changes made		5	2.5	2.5
	Total	NOS Total	100	50	50

ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
RAS / N0137 To work effectively in your team	PC1. Display courteous and helpful behavior at all times.	100	10	5	5
	PC2. Take opportunities to enhance the level of assistance offered to colleagues.		5	2.5	2.5
	PC3.Meet all reasonable requests for assistance within acceptable workplace timeframes		10	5	5
	PC4. Complete allocated tasks as required.		5	2.5	2.5
	PC5.Seek assistance when difficulties arise		5	2.5	2.5
	PC6. Use questioning techniques to clarify instructions or responsibilities.		10	5	5
	PC7.Identify and display a non-discriminatory attitude in all contacts with customers and other staff members		5	2.5	2.5
	PC1. Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact.		5	2.5	2.5
	PC2.Follow personal hygiene procedures according to organisational policy and relevant legislation		5	2.5	2.5
	PC1. Interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task.		5	2.5	2.5
	PC2. Interpret, confirm and act on legal requirements in regard to anti-discrimination, sexual harassment and bullying.		10	5	5
	PC3. Ask questions to seek and clarify workplace information.		5	2.5	2.5
	PC4. Plan and organise daily work routine within the scope of the job role.		5	2.5	2.5
	PC5. Prioritise and complete tasks according to required timeframes.		5	2.5	2.5
	PC6.Identify work and personal priorities and achieve a balance between competing priorities		10	5	5
	Total	NOS Total	100	50	50
RAS / N0138 To work effectively in your organisation	PC1. Share work fairly with colleagues, taking account of your own and others' preferences, skills and time available.	100	5	2.5	2.5
	PC2. Make realistic commitments to colleagues and do what you have promised you will do.		5	2.5	2.5
	PC3. Let colleagues know promptly if you will not be able to do what you have promised and suggest suitable alternatives.		5	2.5	2.5
	PC4. Encourage and support colleagues when working conditions are difficult.		5	2.5	2.5
	PC5. Encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect.		5	2.5	2.5
	PC6.Follow the company's health and safety		5	2.5	2.5

ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	procedures as you work				
	PC1. Discuss and agree with the right people goals that are relevant, realistic and clear.		5	2.5	2.5
	PC2. Identify the knowledge and skills you will need to achieve your goals.		5	2.5	2.5
	PC3. Agree action points and deadlines that are realistic, taking account of your past learning experiences and the time and resources available for learning.		5	2.5	2.5
	PC4. Regularly check your progress and, when necessary, change the way you work.		5	2.5	2.5
	PC5.Ask for feedback on your progress from those in a position to give it, and use their feedback to improve your performance		10	5	5
	PC1. Encourage colleagues to ask you for work-related information or advice that you are likely to be able to provide.		5	2.5	2.5
	PC2. Notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice.		5	2.5	2.5
	PC3. Give clear, accurate and relevant information and advice relating to tasks and procedures.		5	2.5	2.5
	PC4. Explain and demonstrate procedures clearly, accurately and in a logical sequence.		5	2.5	2.5
	PC5. Encourage colleagues to ask questions if they don't understand the information and advice you give them.		5	2.5	2.5
	PC6. Give colleagues opportunities to practise new skills, and give constructive feedback.		5	2.5	2.5
	PC7. Check that health, safety and security are not compromised when you are helping others to learn.		5	2.5	2.5
	PC8.Check that health, safety and security are not compromised when you are helping others to learn.		5	2.5	2.5
	Total	NOS Total	100	50	50
		QP Total	100	50	50