

**ORDINANCES &  
SYLLABUS  
FOR B. Voc. Retail Management & IT  
Semester System  
Sem I & II  
Sem III & IV  
Sem V & VI (SESSION 2016 -2017,17-18,18-19)**

## ORDINANCES

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. **ELIGIBILITY 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. 1st 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)

S. No.	CODE	SUBJECT	CREDITS T=LECTURE P=PRACTICAL SKILL=T+P (ONE CREDIT MEANS 15 hrs.)		CREDI T POIN TS TOTA L	DISTRIBUTION OF MARKS			
FIRST YEAR (FIRST SEMESTER)			T	P	TOTAL	EXTERN AL	INTERN AL	PRACTIC AL	TOT AL
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
	<b>TOTAL</b>		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
	<b>TOTAL</b>		12	18	30	---			600
<b>TOTAL CREDIT OF YEAR I</b>		<b>GENERAL EDUCATION COMPONENT=24 LEADING TO DIPLOMA SKILL BASED COMPONENT= 36</b>							
<b>SECOND YEAR ( THIRD SEMESTER )</b>			<b>T</b>	<b>P</b>	<b>TOTAL</b>	<b>EXT</b>	<b>INT</b>	<b>PRACT</b>	<b>TOTAL</b>
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
	<b>TOTAL CREDITS</b>		12	18	30				500
<b>SECOND YEAR (FOURTH SEMESTER)</b>			<b>T</b>	<b>P</b>	<b>TOTAL</b>	<b>EXT</b>	<b>INT</b>	<b>PRACT</b>	<b>TOTAL</b>
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
<b>TOTAL</b>			12	18	30				600
<b>TOTAL CREDIT OF YEAR II</b>		<b>GENERAL EDUCATION COMPONENT=24 SKILL BASED COMPONENT=36 LEADING TO A. DIPLOMA</b>							
<b>THIRD YEAR (FIFTH SEMESTER)</b>			<b>T</b>	<b>P</b>	<b>TOTAL</b>	<b>EXT</b>	<b>INT</b>	<b>PRACT</b>	<b>TOTAL</b>
30	RMIT-351	General English-II	8	---	8	75	25	---	100
31	RMIT-352	Business Research Methodologies	8	----	8	75	25	---	100
32	RMIT-353	Structural Programming & Desktop Publishing	8	----	8	75	25	---	100
33	RMIT-354	Practical based on Business Info.	----	5	5	----	50	50	50
34	RMIT-355	Workshop on Business Research Methodologies	---	5	5	----	50	50	50
35	RMIT-356	Seminars		5	5	----	50	50	50
36	RMIT-357	Projects		3	3	---	50	50	50
<b>TOTAL</b>			24	18	42	30			<b>500</b>
<b>THIRD YEAR SECOND SEMESTER</b>			<b>T</b>	<b>P</b>	<b>TOTAL</b>	<b>EXT</b>	<b>INT</b>	<b>PRACT</b>	<b>TOTAL</b>
42	RMIT-361	Industrial Training and Report Submission (6 months)		10	10		200	---	200
43	RMIT-	Viva				100			100



	362							
44	RMIT-363	Seminar		4	4		100	100
45	RMIT-364	Evaluation by the Trainer		4	4	100		100
	TOTAL			18	18			500
	<b>TOTAL CREDIT OF YEAR III:</b> <b>GENERAL EDUCATION COMPONENT=24</b> <b>SKILL BASED COMPONENT= 36</b> <b>LEADING TO DEGREE</b>							

## Course: B. Voc. (Retail Management and IT)

### 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]

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#### SEM-V

1. General English-2 [B.VOC. (RM-IT) 351]
2. Business Research Methodologies [B.VOC. (RM-IT) 352]
3. Structural Programming & Desktop Publishing [B.VOC. (RM-IT) 353]
4. Practical based on Business Informatics [B.VOC. (RM-IT) 354]
5. Workshop on Business Research Methodologies [B.VOC. (RM-IT) 355]
6. Seminars [B.VOC. (RM-IT) 356]
7. Projects (Case studies) [B.VOC. (RM-IT) 357]

#### SEM-VI

1. Industrial Training and Presentation [B.VOC. (RM-IT) 361]
2. Viva [B.VOC. (RM-IT) 362]
3. Seminar [B.VOC. (RM-IT) 363]
4. Evaluation [B.VOC. (RM-IT) 364]

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

## SEMESTER -1

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

### SECTION - A

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

### SECTION - B

ਸੂਚਨਾ ਤਕਨਾਲੋਜੀ, ਸਾਹਿਤ ਅਤੇ ਸੂਚਨਾ ਤਕਨਾਲੋਜੀ, ਕੰਪਿਊਟਰ ਤਕਨਾਲੋਜੀ : ਐਮ. ਐਸ. ਆਫਿਸ, ਮਲਟੀ ਮੀਡੀਆ 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

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.

## 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 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

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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)

#### SECTION-A

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

#### SECTION-B

Retail merchandising; merchandising buying; retail price and merchandise performance; measuring financial performance; retail management information 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.



## 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**

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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

### **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. Havaladar, KK. and Cavale, VM. 'Sales and Distribution Management', TataMcGraw Hill,

## 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**

**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 (ਅੰਗਰੇਜ਼ੀ 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.





### 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

B.VOC. (RM-IT) 351 General English-2

### SECTION A

#### **Comprehension**

One unseen passages of 300-350 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:** Fill up using correct form of verb, Usage of the adverb, adjective etc., Write Antonym of the given word and use both the given word and its antonym in the single sentence clarifying meaning and usage  
Give different meanings to Synonyms and use them in sentences, Give meaning and make sentences for idioms

#### References:

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

### SECTION-A

Research Methodology: definition, objectives, role, scope in management research, process of research, limitations & types Research Design: Formulating the Research Problem, Choice of Research Design, Types of Research Design, Sources of Experimental Errors. Sampling: Advantages and Limitation of Sampling, Sampling process, Types of Sampling: Non-probability sampling techniques, Probability sampling techniques, Sampling and non sampling errors. Data collection: primary, secondary data collection, observation methods and survey method.

### SECTION-B

Measurement Concept, Levels of measurement Nominal, Ordinal, Interval and Ratio  
Attitude Measurement: Comparative scaling techniques, Non-comparative scaling techniques, Questionnaire Designing: Types, Guidelines for developing a good questionnaire. Data Preparation And Analysis :: Editing, Coding, Cross Tabulation and Practices through Excel (Basic Concepts) Report Writing: Types of Research Reports, Guidelines for Writing a Report, Report Format, Guidelines for evaluating a report.

#### References:

1. C.R. Kothari : Research Methodology, New Age International Publishers
2. Srivastava and Rego : Business Research Methodology Tata McGraw Hill
3. Rajinder Nargundhkar : Marketing Research, Tata McGraw Hill.

## B.VOC. (RM-IT) 353 Structural Programming & Desktop Publishing

### SECTION A

Planning the Computer Programming: - Purpose of Program Planning, Methods of analyzing a program requirements, Representations of Algorithms, Flow Charts: Flowchart Symbols, Levels of Flowcharts, Flow Chart Rules, Advantage & Disadvantage of Flow Chart.

### SECTION B

Desktop Publishing:-Definition, Facilities of DTP, Features of Ventura Publisher and Page-Maker, Features of Commercial DTP and Graphics Systems available in Market e.g.: Micro-Graphics Designer, Picture Publisher, CorelDraw, Features of commonly supported Program: Draw Designs, Draw Painting & Pictures, Present Graph, Drag & Drop Objects, Paint Tools.

B.VOC. (RM-IT) 354 Practical based on Structural Programming & Desktop Publishing

Preparation of a document & publishing it using by DTP Program

B.VOC. (RM-IT) 355 Workshop based on Business Research Methodologies

Sampling respondent selection, questionnaire framing and collection of responses, Hypothesis testing.

B.VOC. (RM-IT) 355 Seminar based on general awareness.

B.VOC. (RM-IT) 355 Projects

Project based on case studies and business research methodologies.



## SEMESTER – 6

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1. B.VOC. (RM-IT) 361 Industrial Training and Presentation
2. B.VOC. (RM-IT) 362 Seminar
3. B.VOC. (RM-IT) 363 Viva-Voce

# Model Curriculum

## Sales Associate

**SECTOR : RETAIL**

**SUB-SECTOR : B2B & B2C**

**OCCUPATION : STORE OPERATIONS**

**REF. ID : I/RAS/Q0104 VERSION 1.0**

**NSQF LEVEL : 4**



## 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. '1/RAS/Q0104 NSQF Level 4'

Date of Issuance: **May 19<sup>th</sup>, 2016**

Valid up to: **May 10<sup>th</sup>, 2018**

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



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

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# 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

<b>Program Name</b>	<b>Sales Associate</b>		
<b>Qualification Pack Name &amp; Reference ID.</b>	Sales Associate I/RAS/Q0104		
<b>Version No.</b>	1.0	<b>Version Update Date</b>	26-09-2016
<b>Pre-requisites to Training</b>	10 <sup>th</sup> Pass		
<b>Training Outcomes</b>	<b>After completing this programme, participants will be able to:</b> <ul style="list-style-type: none"> <li>• Process credit applications for purchases</li> <li>• Help keep the store secure</li> <li>• Help maintain healthy and safety</li> <li>• Demonstrate products to customers</li> <li>• Help customers choose right products</li> <li>• Provide specialist support to customers facilitating purchases</li> <li>• Maximise sales of goods &amp; services</li> <li>• Provide personalised sales &amp; post-sales service support</li> <li>• Create a positive image of self &amp; organisation in the customers mind</li> <li>• Resolve customer concerns</li> <li>• Organise the delivery of reliable service</li> <li>• Improve customer relationship</li> <li>• Monitor and solve service concerns</li> <li>• Promote continuous improvement in service</li> <li>• Work affectively in your team</li> <li>• Work affectively in your organisation</li> </ul>		


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	<b>To process credit applications for purchases</b>  <b>Theory Duration</b> (hh:mm) 06:00  <b>Practical Duration</b> (hh:mm) 06:00  <b>Corresponding NOS Code</b> RAS / N0114	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Identify the customer's needs for credit facilities.</li> <li>Clearly explain to the customer the features and conditions of credit facilities.</li> <li>Provide enough time and opportunities for the customer to ask for clarification or more information.</li> <li>Accurately fill in the documents needed to allow the customer to get credit.</li> <li>Successfully carry out the necessary credit checks and authorisation procedures.</li> <li>Promptly refer difficulties in processing applications to the right person.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>The features and conditions of the credit facilities offered by the company.</li> <li>Legal and company requirements for giving information to customers when offering them credit facilities.</li> <li>Legal and company procedures for carrying out credit checks and getting authorisation for credit facilities.</li> <li>Who to approach for advice and help in sorting out difficulties in processing applications.</li> <li>Determining the credit worthiness of an individual by using appropriate techniques and tools.</li> </ul>	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); Dangles; 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	<b>To help keep the store secure</b>  <b>Theory Duration</b> (hh:mm) 06:00  <b>Practical Duration</b> (hh:mm) 06:00  <b>Corresponding NOS Code</b> RAS / N0120	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Follow company policy and legal requirements when dealing with security risks.</li> <li>Recognise when security risks are beyond your authority and responsibility to sort out, and report these risks promptly to the right person.</li> <li>Use approved procedures and techniques for protecting your personal safety when security risks arise.</li> <li>Follow company policies and procedures for maintaining security while you work.</li> <li>Follow company policies and procedures for making sure that security will be maintained when you go on your breaks and when you finish work.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>The types of security risk that can arise in your workplace.</li> <li>How much authority and responsibility you have to deal with security risks, including your legal rights and duties.</li> <li>Company policy and procedures for dealing with security risks in your workplace.</li> <li>Whom to report security risks to, and how to contact them.</li> <li>Company policies and procedures for maintaining security while you work.</li> <li>Company policies and procedures for making sure that security will be maintained when you go on your breaks and when you finish work.</li> <li>Approved procedures and techniques for protecting your personal safety when security risks arise.</li> </ul>	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); Dangers; 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	<b>To help maintain healthy and safety</b>  <b>Theory Duration</b> (hh:mm) 11:00  <b>Practical Duration</b> (hh:mm) 11:00  <b>Corresponding NOS Code</b> RAS / N0122  	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Follow company procedures and legal requirements for dealing with accidents and emergencies.</li> <li>Speak and behave in a calm way while dealing with accidents and emergencies.</li> <li>Report accidents and emergencies promptly, accurately and to the right person.</li> <li>Recognise when evacuation procedures have been started and following company procedures for evacuation.</li> <li>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.</li> <li>If you do not have authority to deal with risks, report them promptly to the right person.</li> <li>Use equipment and materials in line with the manufacturer's instructions.</li> <li>Identify threatening and violent behaviour, and act promptly to protect staff and customers and to isolate anyone acting violently or making threats</li> <li>Monitor the working area continually to make sure it is clean and free from dangers</li> <li>When you cannot control a danger, get advice immediately from the appropriate authority</li> <li>Give staff training, instructions and information to allow them to do their work safely</li> <li>Carry out assessments which clearly and accurately identify significant dangers</li> <li>Review and update assessment procedures to take account of changes in factors affecting health and safety</li> <li>Record assessments accurately and make the records available to those who need them</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Company procedures and legal requirements for dealing with accidents and emergencies.</li> <li>Reporting accidents and emergencies promotes health and safety.</li> <li>Legal and company requirements for reporting accidents and emergencies.</li> </ul>	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); Dangers; 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
		<ul style="list-style-type: none"> <li>Company procedures for evacuation, including how the alarm is raised and where emergency exits and assembly points are.</li> <li>Health and safety requirements laid down by your company and by law.</li> <li>Setting a good example contributing to health and safety in the workplace.</li> <li>Authority and responsibility for dealing with health and safety risks, and the importance of not taking on more responsibility than you are authorised to.</li> <li>Approved procedures for dealing with health and safety risks.</li> <li>Finding instructions for using equipment and materials.</li> <li>Techniques for speaking and behaving in a calm way while dealing with accidents and emergencies.</li> <li>Emergency response techniques.</li> <li>Using machinery and escape methods to have minimal loss to material and life.</li> <li>How to identify and control different dangers</li> </ul>	
4	<p><b>To demonstrate products to customers</b></p> <p><b>Theory Duration</b> (hh:mm) 10:00</p> <p><b>Practical Duration</b> (hh:mm) 10:00</p> <p><b>Corresponding NOS Code</b> RAS / N0125</p> 	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Prepare the demonstration area and check that it can be used safely.</li> <li>Check you have the equipment and products you need to give the demonstration.</li> <li>Explain the demonstration clearly and accurately to the customer.</li> <li>Present the demonstration in a logical sequence of steps and stages.</li> <li>Cover all the features and benefits you think are needed to gain the customer's interest.</li> <li>Promptly clear away the equipment and products at the end of the demonstration and connect with the customer.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Preparing the demonstration area effectively and checking it is safe.</li> <li>Organising demonstrations into logical steps and stages, and how this makes demonstrations more effective.</li> <li>Communicating clear and accurate information during demonstrations.</li> </ul>	<p>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); Dangers; 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</p>

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<ul style="list-style-type: none"> <li>Clearing equipment and products away promptly at the end of the demonstration and connect with the customer.</li> <li>Demonstrations in promoting and selling products.</li> <li>Features and benefits of the products you are responsible for demonstrating.</li> <li>Applicable warranty, replacement / repair.</li> <li>Annual maintenance costs (if applicable).</li> <li>How to obtain the equipment and products you need for demonstrations</li> </ul>	
5	<b>To help customers choose right products</b>  <b>Theory Duration</b> (hh:mm) 11:00  <b>Practical Duration</b> (hh:mm) 11:00  <b>Corresponding NOS Code</b> RAS / N0126	The learners should be able to: <ul style="list-style-type: none"> <li>Find out which product features and benefits interest individual customers and focus on these when discussing products.</li> <li>Describe and explain clearly and accurately relevant product features and benefits to customers.</li> <li>Compare and contrast products in ways that help customers choose the product that best meets their needs.</li> <li>Check customers' responses to your explanations, and confirm their interest in the product.</li> <li>Encourage customers to ask questions &amp; respond to their questions, comments &amp; objections in ways that promote sales &amp; goodwill.</li> <li>Identify suitable opportunities to tell the customer about associated or additional products and do so in a way that promotes sales and goodwill.</li> <li>Constantly check the store for security, safety and potential sales whilst helping customers.</li> <li>Give customers enough time to evaluate products and ask questions.</li> <li>Handle objections and questions in a way that promotes sales and keeps the customer's confidence.</li> <li>Identify the need for additional and associated products and take the opportunity to increase sales.</li> <li>Clearly acknowledge the customer's buying decisions.</li> <li>Clearly explain any customer rights that apply.</li> <li>Clearly explain to the customer where to pay for their purchases.</li> </ul>	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); Dangers; 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

		<p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Promoting sales and goodwill.</li> <li>Helping customers to choose products.</li> <li>Explaining product features and benefits to customers in ways that they understand and find interesting.</li> <li>Checking and interpreting customers responses.</li> <li>Adapting explanations and responding to questions and comments in ways that promote sales and goodwill.</li> <li>Encourage customers to ask you for clarification and more information.</li> <li>The risks of not paying attention to the store, in terms of security, safety and lost sales.</li> <li>Recognising buying signals from customers</li> <li>Handling objections and questions confidently and effectively.</li> <li>Legal rights and responsibilities of retailers and customers to do with returning of unsatisfactory goods.</li> <li>Techniques for closing the sale.</li> <li>Product features and benefits.</li> </ul>	
6	<p><b>To provide specialist support to customers facilitating purchases</b></p> <p><b>Theory Duration</b> (hh:mm) 15:00</p> <p><b>Practical Duration</b> (hh:mm) 15:00</p> <p><b>Corresponding NOS Code</b> RAS / N0127</p> 	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Talk to customers politely and in ways that promote sales and goodwill.</li> <li>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.</li> <li>Explain clearly and accurately the features and benefits of products and relate these to the customer's needs.</li> <li>Promote the products that give the best match between the customer's needs and the store's need to make sales.</li> <li>Spot and use suitable opportunities to promote other products where these will meet the customer's needs.</li> <li>Control the time you spend with the customer to match the value of the prospective purchase.</li> <li>Constantly check the store for safety, security and potential sales while helping individual customers.</li> <li>Find out if the customer is willing to see a demonstration.</li> <li>Set up demonstrations safely and in a way that disturbs other people as little as possible.</li> </ul>	<p>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); Dangers; 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</p>

		<ul style="list-style-type: none"> <li>• Check you have everything you need to give an effective demonstration.</li> <li>• Give demonstrations that clearly show the use and value of the product.</li> <li>• Where appropriate, offer customers the opportunity to use the product themselves.</li> <li>• Give the customer enough chance to ask questions about the products or services you are demonstrating to them.</li> <li>• Check that the store will be monitored for security, safety and potential sales while you are carrying out demonstrations.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Helping customers decide what to buy by comparing and contrasting the features, advantages and benefits of products for them.</li> <li>• Giving customers product information that is relevant to their individual needs and interests.</li> <li>• Finding out which product features and benefits interest individual customers.</li> <li>• Adapting your speech, body language and sales style to appeal to different kinds of customer.</li> <li>• Company policy on customer service and how this applies to giving specialist information and advice to customers.</li> <li>• Setting up safe and effective demonstrations of the specialist products you are responsible for promoting.</li> <li>• Keeping the customer interested during demonstrations.</li> <li>• Responding to the customer's comments and questions during demonstrations.</li> <li>• Features and benefits of the specialist products.</li> <li>• Advantages compared with similar products offered by competitors</li> <li>• Up to date product knowledge.</li> <li>• Demonstrations in promoting and selling products.</li> <li>• Your company's brand values in relation to its product offer, pricing and service</li> <li>• Know the customer profiles for the store</li> <li>• How customers' circumstances, such as who they are with or the time of day, affect their willingness to engage in conversation with a salesperson</li> </ul>	
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		<ul style="list-style-type: none"> <li>How to establish and maintain a rapport with individual customers</li> <li>What related products are available from your organisation that would enhance customers' experience of the products you sell</li> <li>The importance of maintaining your own enthusiasm for the products you sell</li> <li>How to search for and evaluate opportunities to maintain your enthusiasm for the products you sell</li> </ul>	
7	<p><b>To maximise sales of goods &amp; services</b></p> <p><b>Theory Duration</b> (hh:mm) 11:00</p> <p><b>Practical Duration</b> (hh:mm) 11:00</p> <p><b>Corresponding NOS Code</b> RAS / N0128</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Identify promotional opportunities and estimate their potential to increase sales.</li> <li>Identify promotional opportunities which offer the greatest potential to increase sales.</li> <li>Report promotional opportunities to the right person.</li> <li>Fill in the relevant records fully and accurately.</li> <li>Tell customers about promotions clearly and in a persuasive way.</li> <li>Identify and take the most effective actions for converting promotional sales into regular future sales.</li> <li>Gather relevant and accurate information about the effectiveness of promotions, and communicate this information clearly to the right person.</li> <li>Record clearly and accurately the results of promotions.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Seasonal trends and how they affect opportunities for sales.</li> <li>Estimating and comparing the potential of promotional opportunities to increase sales.</li> <li>Whom to approach about promotional opportunities you have identified.</li> <li>Techniques for building customers' interest in regularly buying in future the product you are promoting.</li> <li>Evaluating and recording the results of promotions.</li> <li>The difference between the features and benefits of products. Promoting the features and benefits of products to customers.</li> <li>Techniques for encouraging customers to buy the product being promoted.</li> </ul>	<p>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); Dangers; 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</p>


8	<p><b>To provide personalised sales &amp; post- sales service support</b></p> <p><b>Theory Duration</b> (hh:mm) 12:00</p> <p><b>Practical Duration</b> (hh:mm) 12:00</p> <p><b>Corresponding NOS Code</b> RAS / N0129</p> 	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Use available information in the client records to help you prepare for consultations.</li> <li>• Before starting a consultation, check that the work area is clean and tidy and that all the equipment you need is to hand.</li> <li>• Quickly create a rapport with the client at the start of the consultation.</li> <li>• Talk and behave towards the client in ways that project the company image effectively.</li> <li>• Ask questions that encourage the client to tell you about their buying needs, preferences and priorities.</li> <li>• Where appropriate, tactfully check how much the client wants to spend.</li> <li>• 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.</li> <li>• Identify suitable opportunities to sell additional or related products or services that are suited to the client's needs.</li> <li>• Make recommendations to the client in a confident and polite way and without pressurising them.</li> <li>• Pace client consultations so you make good use of your selling time while maintaining good relations with the client.</li> <li>• Meet your company's customer service standards in your dealings with the client.</li> <li>• Follow the company's procedures for keeping client records up-to- date.</li> <li>• 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.</li> <li>• Keep to clients' wishes as to how and when you may contact them.</li> <li>• Follow your company's policy and procedures for contacting clients.</li> </ul>	<p>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); Dangers; 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</p>
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		<ul style="list-style-type: none"> <li>Where you cannot keep promises to clients, tell them promptly and offer any other suitable products or services.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Company's desired image and how to project this to clients.</li> <li>Using information in client records to prepare for client visits.</li> <li>Creating and maintaining a rapport with clients, both new and existing.</li> <li>Types of question to ask clients to find out about their buying needs, preferences and priorities.</li> <li>Asking clients tactfully how much they want to spend.</li> <li>Relating the features and benefits of products or services to the client's needs.</li> <li>Identifying suitable opportunities to sell additional or related products.</li> <li>Making recommendations to clients in a way that encourages them to take your advice, without pressurising them.</li> <li>Balancing the need to make immediate sales with the need to maintain good business relations with the client, and how to do so.</li> <li>Company's customer service standards and how to apply these when providing a personalised service to clients.</li> <li>Keeping client records up-to-date and store them correctly.</li> <li>Company procedures for updating client records.</li> <li>Company systems and procedures for recording and storing client information.</li> <li>Relevant aspects of the data protection laws and company policy for client confidentiality.</li> <li>Keeping your promises to clients.</li> <li>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.</li> <li>What consultative selling is, and how this is different from other kinds of retail selling</li> <li>Why you need to keep client records up-to-date and store them correctly</li> <li>Why you should keep to clients' wishes as to how and when you may contact them</li> </ul>	
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9	<p><b>To create a positive image of self &amp; organisation in the customers mind</b></p> <p><b>Theory Duration</b> (hh:mm) 11:00</p> <p><b>Practical Duration</b> (hh:mm) 11:00</p> <p><b>Corresponding NOS Code</b> RAS / N0130</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Meet your organisation's standards of appearance and behaviour.</li> <li>• Greet your customer respectfully and in a friendly manner.</li> <li>• Communicate with your customer in a way that makes them feel valued and respected.</li> <li>• Identify and confirm your customer's expectations.</li> <li>• Treat your customer courteously and helpfully at all times.</li> <li>• Keep your customer informed and reassured.</li> <li>• Adapt your behaviour to respond effectively to different customer behaviour.</li> <li>• Respond promptly to a customer seeking assistance.</li> <li>• Select the most appropriate way of communicating with your customer.</li> <li>• Check with your customer that you have fully understood their expectations.</li> <li>• Respond promptly and positively to your customers' questions and comments.</li> <li>• Allow your customer time to consider your response and give further explanation when appropriate.</li> <li>• Quickly locate information that will help your customer.</li> <li>• Give your customer the information they need about the services or products offered by your organisation.</li> <li>• Recognise information that your customer might find complicated and check whether they fully understand.</li> <li>• Explain clearly to your customers any reasons why their needs or expectations cannot be met.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Organisation's standards for appearance and behaviour.</li> <li>• Organisation's guidelines for how to recognise what your customer wants and respond appropriately.</li> <li>• Organisation's rules and procedures regarding the methods of communication you use.</li> <li>• Recognising when a customer is angry or confused.</li> <li>• Organisation's standards for timeliness in responding to customer questions and requests for information.</li> </ul>	<p>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); Dangers; 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</p>
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10	<p><b>To resolve customer concerns</b></p> <p><b>Theory Duration</b> (hh:mm) 15:00</p> <p><b>Practical Duration</b> (hh:mm) 15:00</p> <p><b>Corresponding NOS Code</b> RAS / N0132</p> 	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Identify the options for resolving a customer service problem.</li> <li>Work with others to identify and confirm the options to resolve a customer service problem.</li> <li>Work out the advantages and disadvantages of each option for your customer and your organisation.</li> <li>Pick the best option for your customer and your organisation.</li> <li>Identify for your customer other ways that problems may be resolved if you are unable to help.</li> <li>Identify the options for resolving a customer service problem.</li> <li>Work with others to identify and confirm the options to resolve a customer service problem.</li> <li>Work out the advantages and disadvantages of each option for your customer and your organisation.</li> <li>Pick the best option for your customer and your organisation.</li> <li>Identify for your customer other ways that problems may be resolved if you are unable to help.</li> <li>Discuss and agree the options for solving the problem with your customer.</li> <li>Take action to implement the option agreed with your customer.</li> <li>Work with others and your customer to make sure that any promises related to solving the problem are kept.</li> <li>Keep your customer fully informed about what is happening to resolve problem.</li> <li>Check with your customer to make sure the problem has been resolved to their satisfaction.</li> <li>Give clear reasons to your customer when the problem has not been resolved to their satisfaction.</li> <li>Listen carefully to your customers about any problem they have raised</li> <li>Ask the customers about the problem to check your understanding</li> <li>Recognise repeated problems and alert the appropriate authority</li> <li>Share customer feedback with others to identify potential problems before they happen</li> <li>Identify problems with systems and procedures before they begin to affect the customers</li> </ul>	<p>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); Dangers; 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</p>
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		<ul style="list-style-type: none"> <li>Choose the most effective method of communication for dealing with customers when resolving a customer service problem</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Listening carefully to customers about problems they have raised.</li> <li>Asking customers about the problem to check your understanding.</li> <li>Recognising repeated problems and alerting appropriate authority.</li> <li>Sharing customer feedback with others to identify potential problems before they happen.</li> <li>Identifying problems with systems and procedures before they begin to affect your customers.</li> <li>Organisational procedures and systems for dealing with customer service problems</li> <li>How to defuse potentially stressful situations</li> <li>How to negotiate</li> <li>The limitations of what you can offer your customer</li> <li>Types of action that may make a customer problem worse and should be avoided</li> <li>How to choose the most effective method of communication when dealing with customer service problems</li> <li>How to make best use of remote communications with customers through social media when resolving customer problems</li> </ul>	
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11	<p><b>To organise the delivery of reliable service</b></p> <p><b>Theory Duration</b> (hh:mm) 08:00</p> <p><b>Practical Duration</b> (hh:mm) 08:00</p> <p><b>Corresponding NOS Code</b> RAS / N0133</p> 	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Plan, prepare and organise everything you need to deliver a variety of services or products to different types of customers.</li> <li>Organise what you do to ensure that you are consistently able to give prompt attention to your customers.</li> <li>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.</li> <li>Consistently meet your customers' expectations.</li> <li>Balance the time you take with your customers with the demands of other customers seeking your attention.</li> <li>Respond appropriately to your customers when they make comments about the products or services you are offering.</li> <li>Alert others to repeated comments made by your customers.</li> <li>Take action to improve the reliability of your service based on customer comments.</li> <li>Monitor whether the action you have taken has improved the service you give to your customers.</li> <li>Record and store customer service information accurately following organisational guidelines.</li> <li>Select and retrieve customer service information that is relevant, sufficient and in an appropriate format.</li> <li>Quickly locate information that will help solve a customer's query.</li> <li>Supply accurate customer service information to others using the most appropriate method of communication.</li> <li>Identify when you could have given better service to your customers and how your service could have been improved</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Having reliable and fast information for your customers and your organisation.</li> <li>Organisational procedures and systems for delivering customer service</li> </ul>	<p>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); Dangers; 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</p>
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		<ul style="list-style-type: none"> <li>Identifying useful customer feedback.</li> <li>Communicating feedback from customers to others.</li> <li>Organisational procedures and systems for recording, storing, retrieving and supplying customer service information.</li> <li>Legal and regulatory requirements regarding the storage of data.</li> <li>CRM software to capture customer feedback and draw analysis.</li> <li>Your organisation's services or products</li> <li>Your organisation's requirements for health and safety in your area of work</li> </ul>	
12	<p><b>To improve customer relationship</b></p> <p><b>Theory Duration</b> (hh:mm) 12:00</p> <p><b>Practical Duration</b> (hh:mm) 12:00</p> <p><b>Corresponding NOS Code</b> RAS / N0134</p> 	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Select and use the best method of communication to meet your customers' expectations.</li> <li>Take the initiative to contact your customers to update them when things are not going to plan or when you require further information.</li> <li>Adapt your communication to respond to individual customers' feelings.</li> <li>Meet your customers' expectations within your organisation's service offer.</li> <li>Explain the reasons to your customers sensitively and positively when their expectations cannot be met.</li> <li>Identify alternative solutions for your customers either within or outside the organisation.</li> <li>Identify the costs and benefits of these solutions to your organisation and to your customers.</li> <li>Negotiate and agree solutions with your customers which satisfy them and are acceptable to your organisation.</li> <li>Take action to satisfy your customers with the agreed solution.</li> <li>Make extra efforts to improve your relationship with your customers.</li> <li>Recognise opportunities to exceed your customers' expectations.</li> </ul>	<p>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); Dangers; 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</p>

		<ul style="list-style-type: none"> <li>Take action to exceed your customers' expectations within the limits of your own authority.</li> <li>Gain the help and support of others to exceed your customers' expectations.</li> <li>Monitor information about your interaction with customers using all available information channels</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Making best use of the method of communication chosen for dealing with customers.</li> <li>Negotiating effectively with customers.</li> <li>Assessing the costs and benefits to your customer and your organisation of any unusual agreement you make.</li> <li>Customer loyalty and/or improved internal customer relationships to your organisation.</li> <li>How to monitor information about your interaction with customers from every available source including internet communication channels and social media platforms</li> </ul>	
13	<p><b>To monitor and solve service concerns</b></p> <p><b>Theory Duration</b> (hh:mm) 10:00</p> <p><b>Practical Duration</b> (hh:mm) 10:00</p> <p><b>Corresponding NOS Code</b> RAS / N0135</p> 	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Respond positively to customer service problems following organisational guidelines.</li> <li>Solve customer service problems when you have sufficient authority.</li> <li>Work with others to solve customer service problems.</li> <li>Keep customers informed of the actions being taken. Check with customers that they are comfortable with the actions being taken.</li> <li>Solve problems with service systems and procedures that might affect customers before they become aware of them.</li> <li>Inform managers and colleagues of the steps taken to solve specific problems.</li> <li>Identify repeated customer service problems.</li> </ul>	<p>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); Dangers; 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</p>

		<ul style="list-style-type: none"> <li>Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option.</li> <li>Work with others to select best options for solving repeated customer service problems, balancing customer expectations with needs of your organisation.</li> <li>Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated.</li> <li>Action your agreed solution.</li> <li>Keep your customers informed in a positive and clear manner of steps being taken to solve any service problems.</li> <li>Monitor the changes you have made and adjust them if appropriate.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Organisational procedures and systems for dealing with customer service problems.</li> <li>Organisational procedures and systems for identifying repeated customer service problems.</li> <li>How successful resolution of customer service problems contributes to customer loyalty with external customer &amp; improved working relationships with service partners or internal customers.</li> <li>How to negotiate with and reassure customers while their problems are being solved.</li> <li>Possible consequences of repeated customer service failure</li> <li>Impact of repeated customer service problems on contracts or other agreements with customers</li> </ul>	
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14	<p><b>To promote continuous improvement in service</b></p> <p><b>Theory Duration</b> (hh:mm) 09:00</p> <p><b>Practical Duration</b> (hh:mm) 09:00</p> <p><b>Corresponding NOS Code</b> RAS / N0136</p> 	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Gather feedback from customers that will help to identify opportunities for customer service improvement.</li> <li>Analyse and interpret feedback to identify opportunities for customer service improvements and propose changes.</li> <li>Discuss with others the potential effects of any proposed changes for your customers and your organisation.</li> <li>Negotiate changes in customer service systems &amp; improvements with somebody of sufficient authority to approve trial / full implementation of the change.</li> <li>Organise the implementation of authorised changes.</li> <li>Implement the changes following organisational guidelines.</li> <li>Inform people inside and outside your organisation who need to know of the changes being made and the reasons for them.</li> <li>Monitor early reactions to changes and make appropriate fine-tuning adjustments.</li> <li>Collect and record feedback on the effects of changes.</li> <li>Analyse and interpret feedback and share your findings on the effects of changes with others.</li> <li>Summarise the advantages and disadvantages of the changes.</li> <li>Use your analysis and interpretation of changes to identify opportunities for further improvement.</li> </ul> <p>Present these opportunities to somebody with sufficient authority to make them happen.</p> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Service improvements affecting the balance between overall customer satisfaction, costs of providing service &amp; regulatory needs.</li> <li>How customer experience is influenced by the way service is delivered.</li> <li>Collecting, analysing and presenting customer feedback.</li> <li>Making a business case to others to bring about change in the products or services you offer.</li> <li>How developments in communication channels such as social media present opportunities for customer service improvements</li> </ul>	<p>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); Dangers; 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</p>
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15	<p><b>To work affectively in your team</b></p> <p><b>Theory Duration</b> (hh:mm) 07:00</p> <p><b>Practical Duration</b> (hh:mm) 07:00</p> <p><b>Corresponding NOS Code</b> RAS / N0137</p> 	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Display courteous and helpful behaviour at all times.</li> <li>• Take opportunities to enhance the level of assistance offered to colleagues.</li> <li>• Meet all reasonable requests for assistance within acceptable workplace timeframes.</li> <li>• Complete allocated tasks as required.</li> <li>• Seek assistance when difficulties arise.</li> <li>• Use questioning techniques to clarify instructions or responsibilities.</li> <li>• Identify and display a non-discriminatory attitude in all contacts with customers and other staff members.</li> <li>• Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact.</li> <li>• 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.</li> <li>• Interpret, confirm and act on legal requirements in regard to anti-discrimination, sexual harassment and bullying.</li> <li>• Ask questions to seek and clarify workplace information.</li> <li>• Plan and organise daily work routine within the scope of the job role.</li> <li>• Prioritise and complete tasks according to required timeframes.</li> <li>• Identify work and personal priorities and achieve a balance between competing priorities.</li> <li>• Discuss and sort out difficulties in working together in a polite and constructive way</li> <li>• Follow instructions for safeguarding health and safety as you work</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• The policies and procedures relating to the job role.</li> <li>• The value system of the organisation.</li> <li>• Employee rights and obligations.</li> <li>• The reporting hierarchy and escalation matrix.</li> <li>• Ask questions to identify and confirm requirements.</li> </ul>	<p>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); Dangers; 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</p>
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		<ul style="list-style-type: none"> <li>• Follow routine instructions through clear and direct communication.</li> <li>• Use language and concepts appropriate to cultural differences.</li> <li>• Use and interpret non-verbal communication.</li> <li>• The scope of information or materials required within the parameters of the job role.</li> <li>• Consequences of poor team participation on job outcomes.</li> <li>• 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</li> <li>• How to ask for help in ways that make your needs clear while respecting the other person's needs and priorities</li> <li>• Why you should offer help to colleagues and respond positively to requests for help, whenever possible</li> <li>• Why you need to balance being helpful to colleagues with completing your own work</li> <li>• How to refuse requests for help, when necessary, in ways that show respect for the other person and maintain good working relationships</li> <li>• How to let colleagues know when their behaviour is bothering you, in ways that encourage constructive discussion</li> <li>• How to encourage constructive discussion when colleagues are upset with you</li> <li>• Who to approach for advice and help if you are experiencing difficulties in working with colleagues</li> <li>• How the law and your organisation define discrimination, bullying and harassment</li> <li>• Company procedures for dealing with discrimination, bullying and harassment</li> </ul>	
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16	<p><b>To work effectively in your organisation</b></p> <p><b>Theory Duration</b> (hh:mm) 06:00</p> <p><b>Practical Duration</b> (hh:mm) 06:00</p> <p><b>Corresponding NOS Code</b> RAS / N0138</p> 	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Share work fairly with colleagues, taking account of your own and others' preferences, skills and time available.</li> <li>• Make realistic commitments to colleagues and do what you have promised you will do.</li> <li>• Let colleagues know promptly if you will not be able to do what you have promised and suggest suitable alternatives.</li> <li>• Encourage and support colleagues when working conditions are difficult.</li> <li>• Encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect.</li> <li>• Follow the company's health and safety procedures as you work.</li> <li>• Discuss and agree with the right people goals that are relevant, realistic and clear.</li> <li>• Identify the knowledge and skills you will need to achieve your goals.</li> <li>• Agree action points and deadlines that are realistic, taking account of your past learning experiences and the time and resources available for learning.</li> <li>• Regularly check your progress and, when necessary, change the way you work.</li> <li>• Ask for feedback on your progress from those in a position to give it, and use their feedback to improve your performance.</li> <li>• Encourage colleagues to ask you for work-related information or advice that you are likely to be able to provide.</li> <li>• Notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice.</li> <li>• Give clear, accurate and relevant information and advice relating to tasks and procedures.</li> <li>• Explain and demonstrate procedures clearly, accurately and in a logical sequence.</li> <li>• Encourage colleagues to ask questions if they don't understand the information and advice you give them.</li> <li>• Give colleagues opportunities to practise new skills, and give constructive feedback.</li> <li>• Check that health, safety and security are not compromised when you are helping others to learn.</li> </ul>	<p>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); Dangers; 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</p>
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		<ul style="list-style-type: none"> <li>• Ask colleagues promptly and politely for the help and information you need to do your work</li> <li>• Ask a suitable person for advice about any problems in working with colleagues that you can't resolve yourself</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Team's purpose, aims and targets.</li> <li>• Responsibility for contributing to the team's success.</li> <li>• Colleagues' roles and main responsibilities.</li> <li>• The importance of sharing work fairly with colleagues.</li> <li>• Factors that can affect your own and colleagues' willingness to carry out work, including skills and existing workload.</li> <li>• The importance of being a reliable team member.</li> <li>• 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.</li> <li>• 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.</li> <li>• The importance of good working relations, and techniques for removing tension between colleagues.</li> <li>• The importance of following the company's policies and procedures for health and safety, including setting a good example to colleagues.</li> <li>• Who can help you set goals, help you plan your learning, and give you feedback about your progress.</li> <li>• Identifying the knowledge and skills you will need to achieve your goals.</li> <li>• Checking your progress.</li> <li>• Adjusting plans as needed to meet goals.</li> <li>• Asking for feedback on progress.</li> <li>• Responding positively.</li> <li>• Helping others to learn in the workplace.</li> <li>• Working out what skills and knowledge you can usefully share with others.</li> <li>• Health, safety and security risks that are likely to arise when people are learning on the job, and how to reduce these risks.</li> </ul>	
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		<ul style="list-style-type: none"> <li>How to keep track of how much work you have to do and how long it is likely to take</li> <li>Why you should ask for help and information from colleagues when you need it</li> <li>How to ask for help in ways that make your needs clear while respecting the other person's needs and priorities</li> <li>Why you should offer help to colleagues and respond positively to requests for help, whenever possible</li> <li>Why you need to balance being helpful to colleagues with completing your own work</li> <li>Who to approach for advice and help if you are experiencing difficulties in working with colleagues</li> <li>How the law and your organisation define discrimination, bullying and harassment</li> <li>Company procedures for dealing with discrimination, bullying and harassment</li> <li>Why you must always follow instructions for safeguarding health and safety as you work</li> </ul>	
	<b>Total Duration</b>  <b>Theory Duration</b> <b>160:00</b>  <b>Practical Duration</b> <b>160:00</b>	<b>Unique Equipment Required:</b> <ul style="list-style-type: none"> <li>Shelves for Stacking Products</li> <li>Billing dummy Software</li> <li>Shopping Cart</li> <li>Signage Board Retail</li> <li>Offer / Policy Signage</li> <li>Big Poster (at POS) for offer related advertisement</li> <li>Card Swiping Machine</li> <li>Gondola</li> <li>Products for display (Dummy Cameras and Mobiles)</li> <li>Danglers</li> <li>Coupons and Vouchers</li> <li>Credit Notes</li> <li>Currency Notes of different Denominations</li> <li>Carry Bags</li> <li>Physical Bill Copy</li> <li>Bar Code Machine</li> <li>Fake note detection equipment</li> <li>Customer Feedback form</li> </ul>	

**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	<b>Job Description</b>	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	<b>Personal Attributes</b>	Individual in this position should exhibits below mentioned attributes: <ul style="list-style-type: none"> <li>• Should be subject knowledge / matter expert</li> <li>• Ability to disseminate knowledge</li> <li>• Effective communication skills and proven integrity, as well as sincerity</li> <li>• Ability to conduct interactive training program and concentrate on details</li> <li>• High sense of thoughtfulness in a habitually active environment</li> <li>• Multi-talented and resourceful ability when handling different tasks</li> <li>• Highly skilled in promoting friendly atmosphere and efficient in managing learners</li> <li>• Knowledge and ability to use different training methodologies aligned with audience profile</li> </ul>
3	<b>Minimum Educational Qualifications</b>	10 <sup>th</sup> standard pass with minimum 2yrs work experience in retail store operations or sales or training.
4a	<b>Domain Certification</b>	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	<b>Platform Certification</b>	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	<b>Experience</b>	Minimum 2yrs work experience in retail store operations or sales or training.

## Annexure: Assessment Criteria


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

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
<b>RAS / N0114 To process credit applications for purchases</b>	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
<b>RAS / N0120 To help keep the store secure</b>	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
<b>RAS / N0122 To help maintain healthy and safety</b> 	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
	<b>Total</b>	<b>NOS Total</b>	<b>100</b>	<b>50</b>	<b>50</b>
<b>RAS / N0125 To demonstrate products to customers</b> 	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
	<b>Total</b>	<b>NOS Total</b>	<b>100</b>	<b>50</b>	<b>50</b>





ASSESSMENT OUTCOME	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
<b>RAS / N0126 To help customers choose right products</b>	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
<b>RAS / N0127 To provide specialist support to customers facilitating purchases</b> 	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
<b>RAS / N0128 To maximise sales of goods &amp; services</b>	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
<b>RAS / N0129 To provide personalised sales &amp; post-sales service support</b> 	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
<b>RAS / N0130 To create a positive image of self &amp; organisation in the customers mind</b>	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
<b>RAS / N0132 To resolve customer concerns</b> 	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
<b>RAS / N0133 To organise the delivery of reliable service</b> 	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
<b>RAS / N0134 To improve customer relationship</b> 	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
<b>RAS / N0135 To monitor and solve service concerns</b> 	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
<b>RAS / N0136 To promote continuous improvement in service</b> 	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
<b>RAS / N0137 To work effectively in your team</b> 	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
<b>RAS / N0138 To work effectively in your organization</b> 	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





### **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

### 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

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## 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)	<b>Compulsory:</b> <ol style="list-style-type: none"> <li>1. <a href="#">RAS / N0146 To organize the display of products at the store</a></li> <li>2. <a href="#">RAS / N0139 To plan visual merchandising</a></li> <li>3. <a href="#">RAS / N0140 To establish and satisfy customer needs</a></li> <li>4. <a href="#">RAS / N0147 To process the sale of products</a></li> <li>5. <a href="#">RAS / N0148 To maintain the availability of goods for sale to customers</a></li> <li>6. <a href="#">RAS / N0131 To allocate and check work in your team</a></li> <li>7. <a href="#">RAS / N0150 To monitor and solve customer service problems</a></li> <li>8. <a href="#">RAS / N0145 To communicate effectively with stakeholders</a></li> <li>9. <a href="#">RAS / N0122 To help maintain healthy and safety</a></li> <li>10. <a href="#">RAS / N0137 To work effectively in your team</a></li> <li>11. <a href="#">RAS / N0138 To work effectively in your organization</a></li> </ol> <b>Optional :</b> NA
Performance Criteria	As described in the relevant OS units

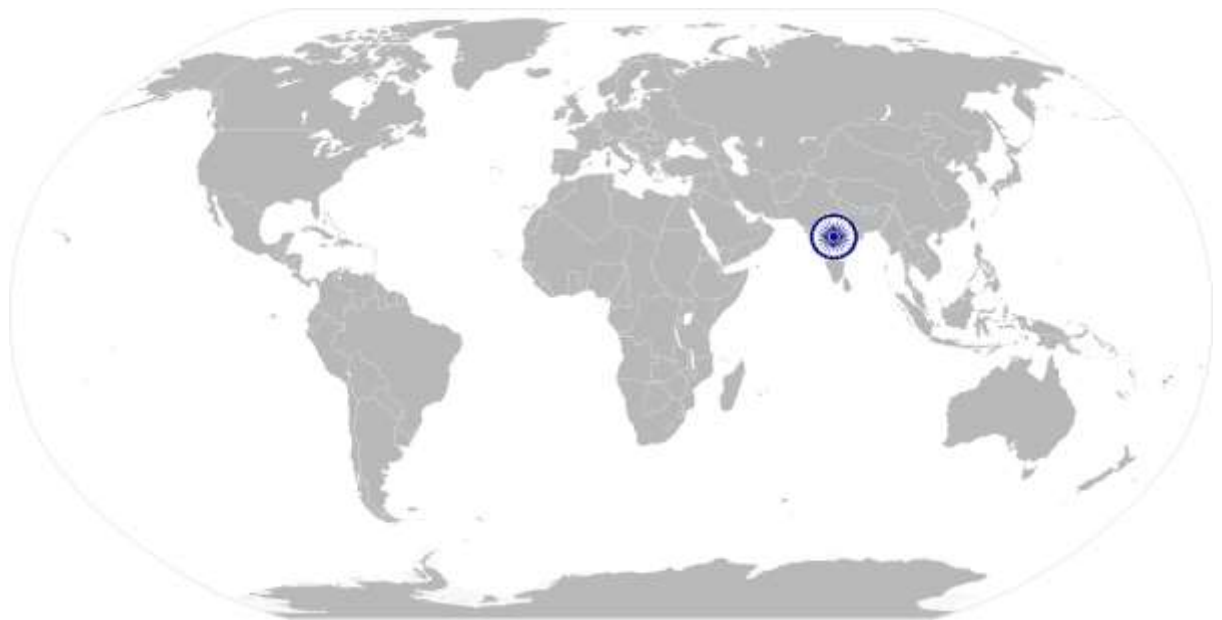
## Definitions

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

## Acronyms

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# National Occupational Standard



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## Overview

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

<b>Unit Code</b>	<b>RAS / N0146</b>
<b>Unit Title (Task)</b>	<b>To organize the display of products at the store</b>
<b>Description</b>	This OS describes the skills and knowledge required to effectively organize the display of products at the store.
<b>Scope</b>	<p>This unit applies to individuals who display products and also label displayed products in retail operations.</p> <ul style="list-style-type: none"> <li>• Prepare to display products</li> <li>• Label displays of products</li> <li>• Arrange and maintain products for display</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Prepare to display products	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Comply with health, safety and hygiene requirements and wear the correct personal protective clothing and equipment throughout the process.</p> <p>PC2. Check whether the display area, equipment and accessories are clean and take prompt action on finding any problems.</p> <p>PC3. Assemble and check products and additional materials and prepare them for use.</p> <p>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.</p> <p>PC5. Prepare the display to ensure maximum appeal and to comply with product safety requirements</p>
Label displays of products	<p>PC6. Confirm requirements for labelling of products with the relevant people.</p> <p>PC7. Confirm label information is correct and conforms to legal and standard operational requirements, with the relevant people.</p> <p>PC8. Position labels for products correctly.</p> <p>PC9. Ensure that labels are legible, visible to customers, and securely positioned in the correct place.</p>

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



<b>Generic Skills</b>	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	<b>Reading Skills</b>
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	<b>Communication Skills</b>
	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>B. Professional Skills</b>	<b>Decision Making</b>
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	<b>Problem-solving</b>
	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.
	<b>Teamwork</b>
	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.
	<b>Problem Solving</b>
	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.
	<b>Initiative and enterprise</b>
	On the job the individual needs to be able to: SB9. Adapt to new situations, including changing workplace procedures.
	<b>Planning and organizing</b>
	SB10. Understand and follow store policies regarding work availability, rosters and work duties. SB11. Work within the store culture by practicing inclusive behavior



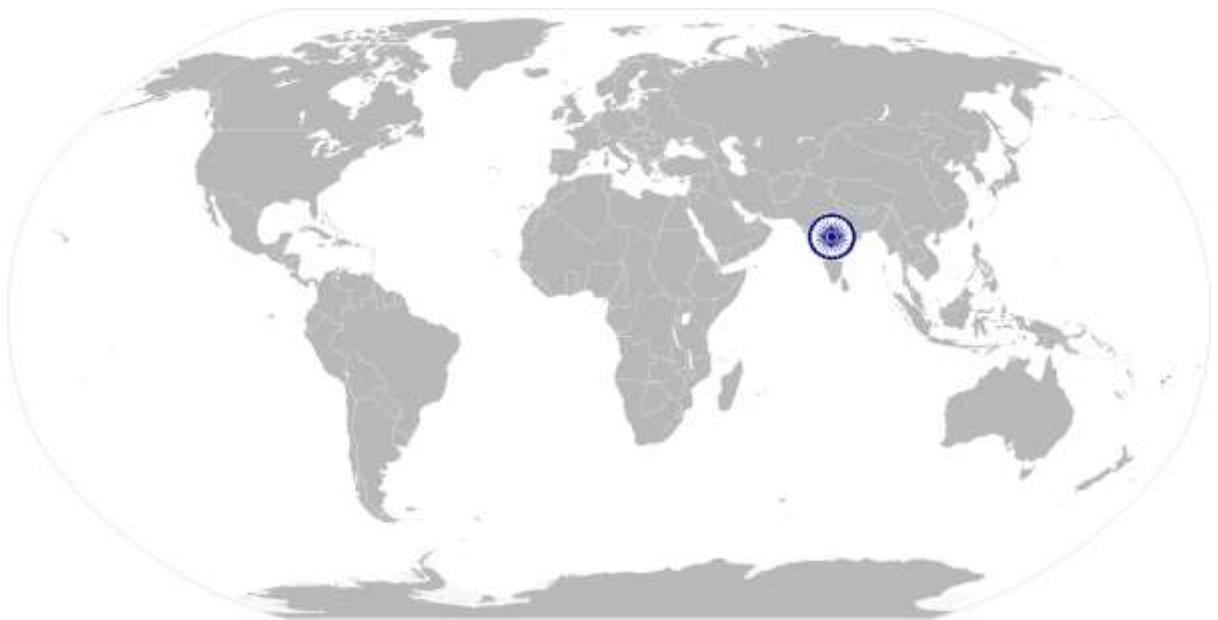
	SB12. Manage personal presentation, hygiene and time SB13. Priorities and complete delegated tasks under instruction
	<b>Learning</b>
	SB14. Identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best SB15. Accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures
	<b>Technology</b>
	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



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## Overview

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

<b>Unit Code</b>	<b>RAS / N0147</b>
<b>Unit Title (Task)</b>	<b>Processing the sale of products</b>
<b>Description</b>	This OS describes the skills and knowledge required to process the sale of products
<b>Scope</b>	<p>This unit applies to individuals to help process the sale of products.</p> <ul style="list-style-type: none"> <li>Processing the sale of products</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>Department Store</li> <li>Supermarket</li> <li>Specialty Store</li> <li>Fresh Food stores</li> <li>Quick Service Food Stores</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Processing the sale of products	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Confirm prices of product and supplies with customers and ensure customers are agreeable to the pricing, terms and the department's business policies.</p> <p>PC2. Confirm that customer is aware and agreeable to the modes of payment available at the department</p> <p>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.</p> <p>PC4. Ensure safe handling and movement of product and supplies off the racks and through to billing counters.</p> <p>PC5. Ensure appropriate and accurate processing and safe storage of payments, vouchers, records and receipts.</p> <p>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.</p> <p>PC7. Conclude dealing with customers with appropriate and prescribed mannerisms.</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context (Knowledge of the company / organization and its processes)</b>	<p>On the job the individual needs to apply knowledge of:</p> <p>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.</p> <p>KA2. The appropriate mode of cash and loose cash handling, counting and settlements with the customers</p> <p>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</p> <p>KA4. Efficiently conclude the customer purchase process with quick packing/wrapping of customers' orders and billing.</p> <p>KA5. Carry out the billing inappropriate and payment processing steps with appropriate mannerisms to ensure customer satisfaction with the steps and minimal waiting times</p>

<b>B. Technical Knowledge</b>	<p>On the job the individual needs to apply technical knowledge of</p> <p>KB1. The method(s) of processing payment or credit and ascertaining credit approval</p> <p>KB2. The functioning of point of sale billing systems or traditional methods of raising a bill</p> <p>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</p> <p>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</p> <p>KB5. Operate suitable devices and equipment such as bar code scanners, billing and payment processing systems and resolve problems with these devices, if any.</p>
<b>Skills (S)</b>	
<b>C. Core Skills/ Generic Skills</b>	<b>Writing Skills,</b>
	<p>On the job the individual needs to be able to:</p> <p>SA1. Complete documentation accurately.</p> <p>SA2. Write simple reports when required.</p>
	<b>Reading Skills</b>
	<p>On the job the individual needs to be able to:</p> <p>SA3. Read information accurately.</p> <p>SA4. Read and interpret data sheets.</p>
	<b>Communication Skills</b>
	<p>On the job the individual needs to be able to:</p> <p>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</p> <p>SA6. Carry out verbal instructions from other team members and supervisors</p> <p>SA7. Read and interpret simple workplace documents</p> <p>SA8. Complete simple written workplace forms and share work-related information with other team members</p>
<b>D. Professional Skills</b>	<b>Decision Making</b>
	<p>On the job the individual needs to be able to:</p> <p>SB1. Make appropriate decisions regarding the responsibilities of the job role.</p>
	<b>Problem-solving</b>
	<p>On the job the individual needs to be able to:</p> <p>SB2. Demonstrate sensitivity to customer needs and concerns</p> <p>SB3. Anticipate problems and act to avoid them where possible</p> <p>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.</p>
	<b>Teamwork</b>
	<p>On the job the individual needs to be able to:</p> <p>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</p>

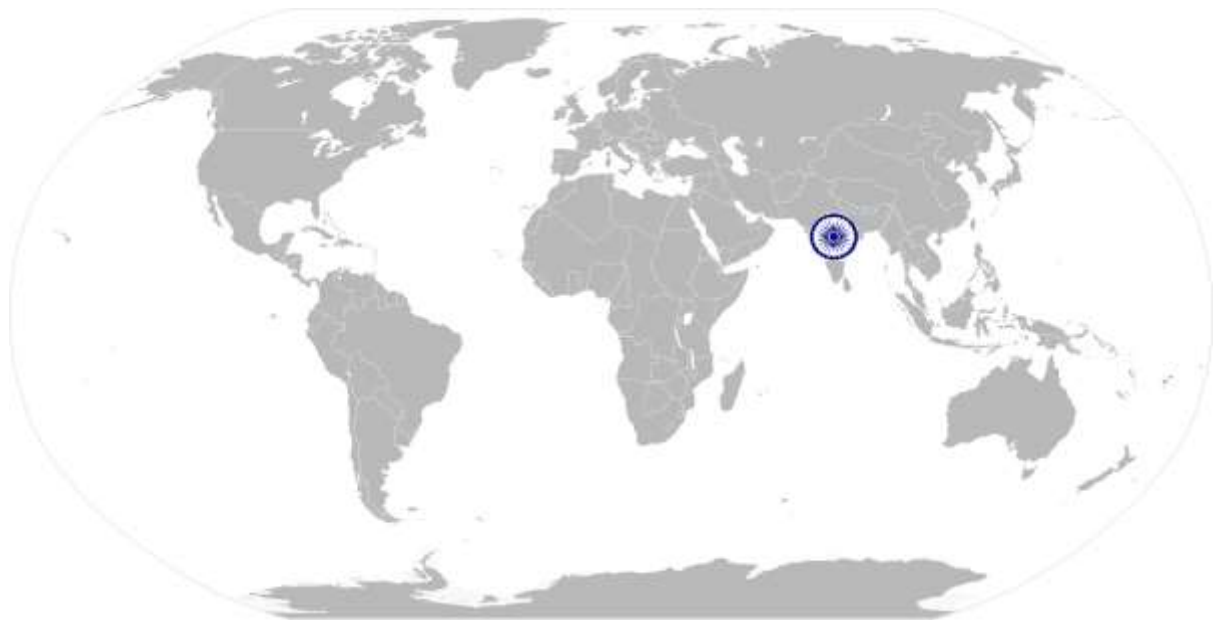
	assist others.
	<b>Problem Solving</b>
	On the job the individual needs to be able to identify and respond to: SB6. Breakdowns and malfunction of equipment. SB7. Unsafe and hazardous working conditions. SB8. Security breaches.
	<b>Initiative and enterprise</b>
	On the job the individual needs to be able to: SB9. Adapt to new situations, including changing workplace procedures.
	<b>Planning and organizing</b>
	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
	<b>Learning</b>
	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
	<b>Technology</b>
	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

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

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# National Occupational Standard



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## Overview

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



<b>Unit Code</b>	<b>RAS / N0139</b>
<b>Unit Title (Task)</b>	<b>Plan visual merchandise</b>
<b>Description</b>	This National Occupational Standards unit is about planning and preparing visual merchandising displays within the store / business guidelines.
<b>Scope</b>	<p>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.</p> <ul style="list-style-type: none"> <li>• Interpret design briefs for retail displays</li> <li>• Get hold of merchandise and props to be featured in retail displays</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Interpret design briefs for retail displays	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Identify the purpose, content and style of the display.</p> <p>PC2. Identify the equipment, materials, merchandise and props you need to create and install the display and the dates for completing it.</p> <p>PC3. Evaluate whether the place you plan to put the display is likely to fulfil the design brief.</p> <p>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.</p>
Get hold of merchandise and props to be featured in retail displays	<p>PC5. Confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention.</p> <p>PC6. Identify other merchandise and props when those originally specified are not available or not suitable, and agree your selections with the right person.</p> <p>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.</p> <p>PC8. Check the progress of deliveries and take suitable action if delays seem likely.</p> <p>PC9. Update stock records to account for merchandise on display.</p>
<b>Knowledge and Understanding (K)</b>	
<b>B. Organizational Context</b> (Knowledge of the company / organization and	<p>On the job the individual needs to apply knowledge of:</p> <p>KA1. The role of displays in marketing, promotional and sales campaigns and activities</p> <p>KA2. The importance and content of the design brief</p> <p>KA3. Company policies for visual design</p> <p>KA4. The role of displays in marketing, promotional and sales campaigns and activities</p> <p>KA5. Company policies for visual design</p>

its processes)	<p>KA6. The merchandiser or buyer that you need to consult about merchandise and props</p> <p>KA7. Why you must update stock records to account for merchandise on display, and how to do this</p>
<b>B. Technical Knowledge</b>	<p>KB1. How to use the design brief to identify what you need for the display</p> <p>KB2. Different approaches to designing displays for different types of merchandise, and why these are effective</p> <p>KB3. How to evaluate the potential places to put the display so you meet the design brief</p> <p>KB4. How to use the design brief to identify what you need for the display</p> <p>KB5. different approaches to designing displays for different types of merchandise, and why these are effective</p> <p>KB6. How light, colour, texture, shape and dimension combine to achieve the effects you need</p> <p>KB7. How to assess the potential of places to put displays to meet the design brief</p> <p>KB8. How to arrange delivery of merchandise and monitor the progress of deliveries</p>
<b>Skills (S)</b>	
<b>E. Core Skills/ Generic Skills</b>	<b>Writing Skills,</b>
	On the job the individual needs to be able to:
	SA1. Complete documentation accurately.
	SA2. Write simple reports when required.
	<b>Reading Skills</b>
	On the job the individual needs to be able to:
	SA3. Read information accurately.
	SA4. Read and interpret data sheets.
	<b>Communication Skills</b>
	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>F. Professional Skills</b>	<b>Decision Making</b>
	On the job the individual needs to be able to:
	SB1. Make appropriate decisions regarding the responsibilities of the job role.
	<b>Problem-solving</b>
	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.



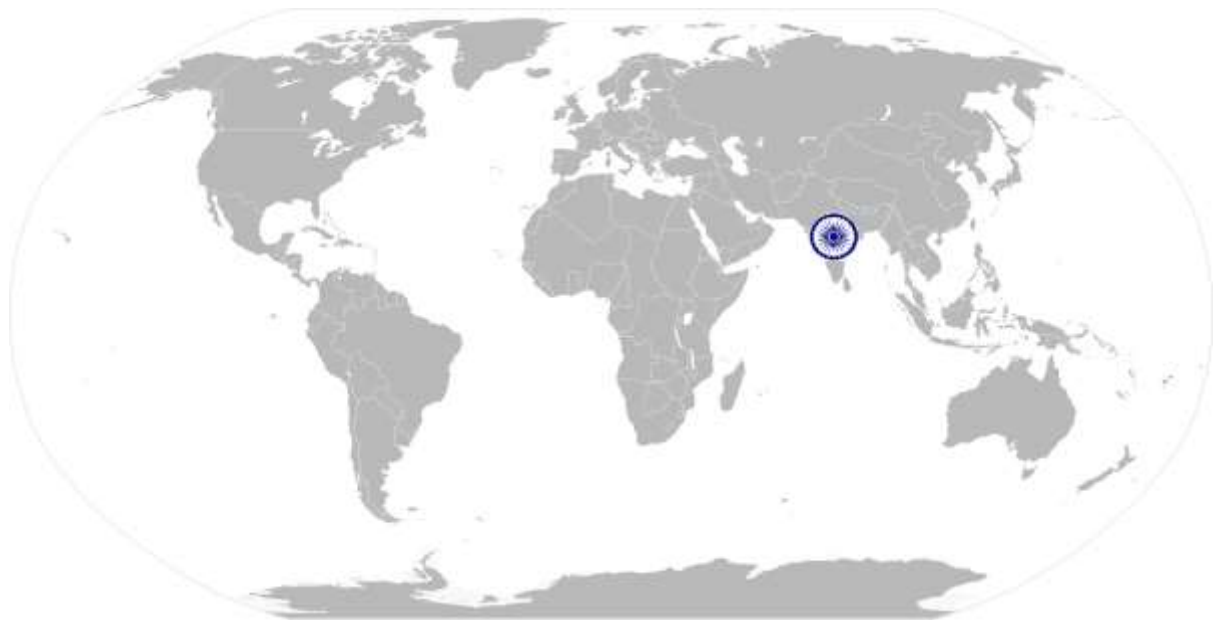
	<b>Teamwork</b>
	On the job the individual needs to be able to: SB5. Work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
	<b>Problem Solving</b>
	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.
	<b>Initiative and enterprise</b>
	On the job the individual needs to be able to: SB9. Adapt to new situations, including changing workplace procedures.
	<b>Planning and organizing</b>
	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
	<b>Learning</b>
	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
	<b>Technology</b>
	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**

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

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# National Occupational Standard



## Overview

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

<b>Unit Code</b>	<b>RAS / N0140</b>
<b>Unit Title (Task)</b>	<b>Establish and satisfy customer needs</b>
<b>Description</b>	This OS describes standards for the establishing and satisfying of customer needs in a retail scenario.
<b>Scope</b>	<p>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.</p> <ul style="list-style-type: none"> <li>Satisfy customer needs</li> <li>Establish customer needs</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>Department Store</li> <li>Supermarket</li> <li>Specialty Store</li> <li>Fresh Food stores</li> <li>Quick Service Food Stores</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Establish customer needs	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Stay alert to, and make unobtrusive observations about, customer choices and movements within the store</p> <p>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</p> <p>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</p> <p>PC4. Confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections.</p>
Satisfy customer needs	<p>PC5. Extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice</p> <p>PC6. Provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions</p> <p>PC7. Enable customers to make choices appropriate with their product, supplies and brand preferences and complete their basket of purchases</p> <p>PC8. Where allowed, by store or business policy, advise the customer to sample the product or supplies in the course of the purchase decision</p> <p>PC9. Maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas</p> <p>PC10. Ensuring that customers fulfil their purchase process smoothly from start to billing by minimizing waiting times at different stages of the process</p>
<b>Knowledge and Understanding (K)</b>	

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

	<p>customers to navigate, browse through and purchase products and supplies</p> <p>KB6. How to ensure compliance with health, safety and hygiene requirements for stock, store environment and paraphernalia</p> <p>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</p> <p>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</p> <p>KB9. What suitable additions or enhancements to purchase are to be suggested by avoiding being overbearing, obtrusive or irrelevant</p>
<b>Skills (S)</b>	
<b>G. Core Skills/ Generic Skills</b>	<b>Writing Skills,</b>
	On the job the individual needs to be able to:
	SA1. Complete documentation accurately. SA2. Write simple reports when required.
	<b>Reading Skills</b>
	On the job the individual needs to be able to:
	SA3. Read information accurately. SA4. Read and interpret data sheets.
	<b>Communication Skills</b>
	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>H. Professional Skills</b>	<b>Decision Making</b>
	On the job the individual needs to be able to:
	SB1. Make appropriate decisions regarding the responsibilities of the job role.
	<b>Problem-solving</b>
	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.
	<b>Teamwork</b>
	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.

	<b>Problem Solving</b>
	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.
	<b>Initiative and enterprise</b>
	On the job the individual needs to be able to: SB9. Adapt to new situations, including changing workplace procedures.
	<b>Planning and organizing</b>
	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
	<b>Learning</b>
	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
	<b>Technology</b>
	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

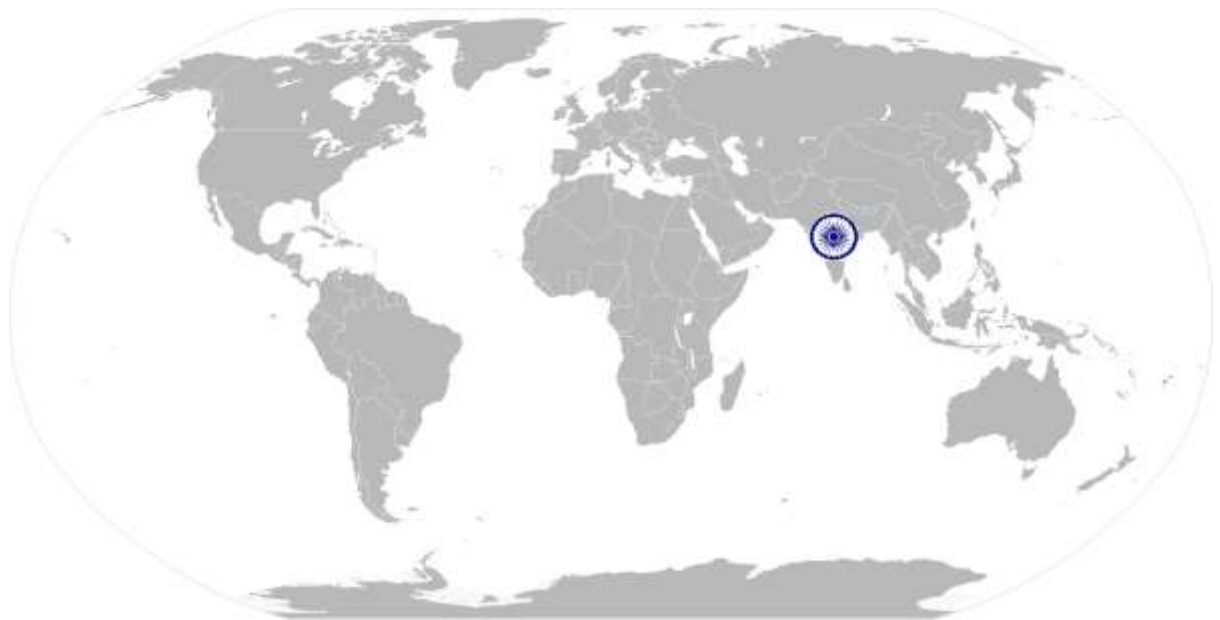
### NOS Version Control

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

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# National Occupational Standard



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## Overview

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

<b>Unit Code</b>	<b>RAS / N0148</b>
<b>Unit Title (Task)</b>	<b>Maintain the availability of goods for sale to customers</b>
<b>Description</b>	This OS describes the skills and knowledge required to help maintain the availability of goods for sale to customers
<b>Scope</b>	<p>This unit applies to individuals to help maintain the availability of goods for sale to customers.</p> <ul style="list-style-type: none"> <li>Keep products available and maintain their quality in a retail environment</li> <li>Assess how effective displays are in retail environment</li> <li>Organise staff to display goods for retail sale</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>Department Store</li> <li>Supermarket</li> <li>Specialty Store</li> <li>Fresh Food stores</li> <li>Quick Service Food Stores</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Organise staff to display goods for retail sale	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Confirm the purchase of the display and any relevant requirements and standards and, where necessary, check them with the appropriate authority</p> <p>PC2. Clearly explain to staff the purpose of the display and any relevant requirements and standards</p> <p>PC3. Check that staff prepare the display area and put the display together in a way that causes the least inconvenience to customers</p> <p>PC4. Provide constructive feedback to staff on their performance</p> <p>PC5. Provide opportunities for staff to check they understand the requirements and standards of the display</p> <p>PC6. Check that the assembled display confirms to company requirements and standards</p> <p>PC7. Obtain permission from the appropriate authority to modify or change the display</p> <p>PC8. Monitor that information has been placed accurately and legally, and is chosen and positioned to promote sales effectively</p> <p>PC9. Keep complete, accurate and up-to-date records of displays</p>
Assess how effective displays are in retail environment	<p>PC10. Identify what standards the display should meet</p> <p>PC11. Check displays against all the relevant standards to decide how effective they are</p> <p>PC12. Encourage staff to make helpful comments and identify changes that may make the display more appealing to customers</p> <p>PC13. Ask the right person for permission to make any changes that you cannot authorize yourself</p> <p>PC14. Give staff clear instructions and encouragement so that they can make any changes needed to the display</p>



	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
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context (Knowledge of the company / organization and its processes)</b>	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 for 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>B. Technical Knowledge</b>	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
<b>Skills (S)</b>	
<b>I. Core Skills/ Generic Skills</b>	<b>Writing Skills,</b>
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	<b>Reading Skills</b>
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	<b>Communication Skills</b>
	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>J. Professional Skills</b>	<b>Decision Making</b>
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	<b>Problem-solving</b>
	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.
	<b>Teamwork</b>
	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.
	<b>Problem Solving</b>
	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.
	<b>Initiative and enterprise</b>
	On the job the individual needs to be able to: SB9. Adapt to new situations, including changing workplace procedures.

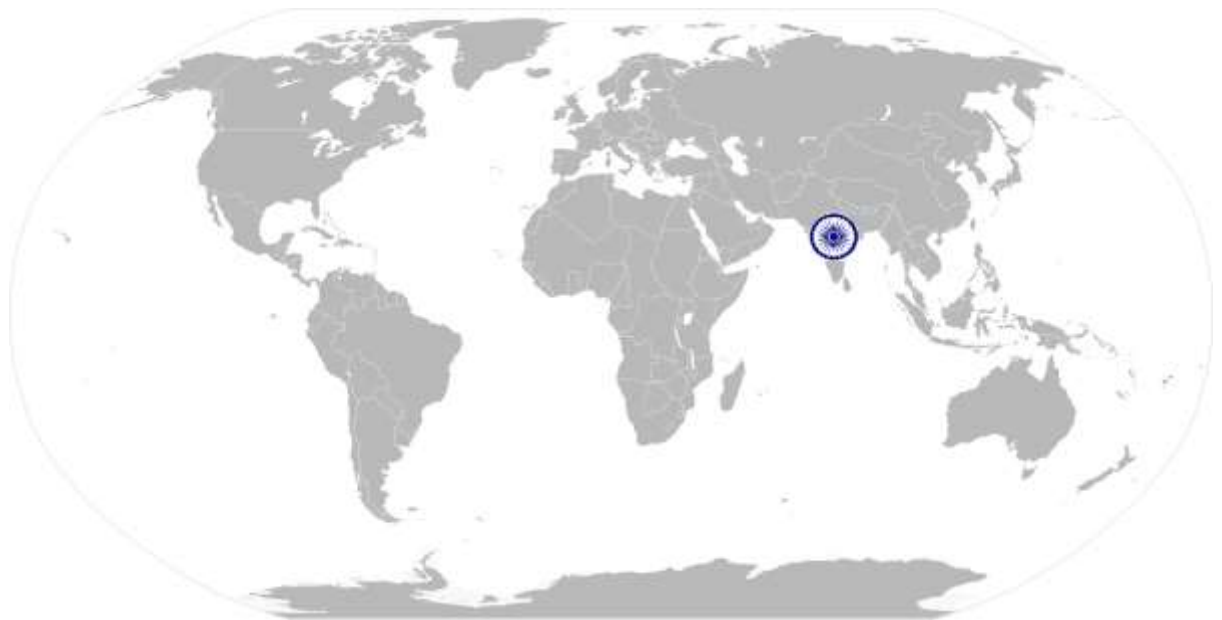
	<b>Planning and organizing</b>
	SB10. Understand and follow store policies regarding work availability, rosters and work duties SB11. Work within the store culture by practicing inclusive behavior SB12. Manage personal presentation, hygiene and time SB13. Priorities and complete delegated tasks under instruction
	<b>Learning</b>
	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
	<b>Technology</b>
	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

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

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# National Occupational Standard



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## Overview

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

<b>Unit Code</b>	<b>RAS / N0131</b>
<b>Unit Title (Task)</b>	<b>Allocate and check work in your team</b>
<b>Description</b>	This OS describes how to ensure that the work required of your team is effectively and fairly allocated amongst team members.
<b>Scope</b>	<p>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.</p> <ul style="list-style-type: none"> <li>Allocate and check work in your team</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>Department Store</li> <li>Supermarket</li> <li>Specialty Store</li> <li>Fresh Food stores</li> <li>Quick Service Food Stores</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Allocate and check work in your team	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Use information collected on the performance of team members in any formal appraisal of performance.</p> <p>PC2. Recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager.</p> <p>PC3. Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.</p> <p>PC4. Monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.</p> <p>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.</p> <p>PC6. Support team members in identifying and dealing with problems and unforeseen events.</p> <p>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.</p> <p>PC8. Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.</p> <p>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.</p> <p>PC10. Brief team members on the work they have been allocated and the standard or level of expected performance.</p> <p>PC11. Allocate work to team members on a fair basis taking account of their skills,</p>



	<p>knowledge and understanding, experience and workloads and the opportunity for development.</p> <p>PC12. Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources.</p> <p>PC13. Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.</p>
<b>Knowledge and Understanding (K)</b>	
<p><b>D. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>On the job the individual needs to apply knowledge of:</p> <p>KA1. Different ways of communicating effectively with members of a team.</p> <p>KA2. The importance of confirming/clarifying the work required of the team with your manager and how to do this effectively.</p> <p>KA3. Why it is important to allocate work across the team on a fair basis and how to do so.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>KA7. Effective ways of regularly and fairly checking the progress and quality of the work of team members.</p> <p>KA8. How to provide prompt and constructive feedback to team members.</p> <p>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.</p> <p>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.</p> <p>KA11. How to take account of diversity and inclusion issues when supporting and encouraging team members to complete the work they have been allocated.</p> <p>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.</p> <p>KA13. The type of problems and unforeseen events that may occur and how to support team members in dealing with them.</p>
<p><b>B. Technical Knowledge</b></p>	<p>KB1. How to plan the work of a team, including how to identify any priorities or critical activities and the available resources.</p> <p>KB2. How to identify sustainable resources and ensure their effective use when planning the work of a team.</p> <p>KB3. How to identify and take due account of health and safety issues in the planning, allocation and checking of work.</p> <p>KB4. How to select and apply a limited range of different methods for motivating,</p>

	<p>supporting and encouraging team members to complete the work they have been allocated and improve their performance, and for recognising their achievements.</p> <p>KB5. How to log information on the ongoing performance of team members and use this information for performance appraisal purposes.</p>
<b>Skills (S)</b>	
<b>K. Core Skills/ Generic Skills</b>	<b>Writing Skills,</b>
	<p>On the job the individual needs to be able to:</p> <p>SA1. Complete documentation accurately.</p> <p>SA2. Write simple reports when required.</p>
	<b>Reading Skills</b>
	<p>On the job the individual needs to be able to:</p> <p>SA3. Read information accurately.</p> <p>SA4. Read and interpret data sheets.</p>
	<b>Communication Skills</b>
	<p>On the job the individual needs to be able to:</p> <p>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</p> <p>SA6. Carry out verbal instructions from other team members and supervisors</p> <p>SA7. Read and interpret simple workplace documents</p> <p>SA8. Complete simple written workplace forms and share work-related information with other team members</p>
<b>L. Professional Skills</b>	<b>Decision Making</b>
	<p>On the job the individual needs to be able to:</p> <p>SB1. Make appropriate decisions regarding the responsibilities of the job role.</p>
	<b>Problem-solving</b>
	<p>On the job the individual needs to be able to:</p> <p>SB2. Demonstrate sensitivity to customer needs and concerns</p> <p>SB3. Anticipate problems and act to avoid them where possible</p> <p>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.</p>
	<b>Teamwork</b>
	<p>On the job the individual needs to be able to:</p> <p>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.</p>
	<b>Problem Solving</b>
	<p>On the job the individual needs to be able to identify and respond to:</p> <p>SB6. Breakdowns and malfunction of equipment.</p> <p>SB7. Unsafe and hazardous working conditions.</p> <p>SB8. Security breaches.</p>

	<b>Initiative and enterprise</b>
	On the job the individual needs to be able to: SB9.Adapt to new situations, including changing workplace procedures.
	<b>Planning and organizing</b>
	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
	<b>Learning</b>
	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
	<b>Technology</b>
	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

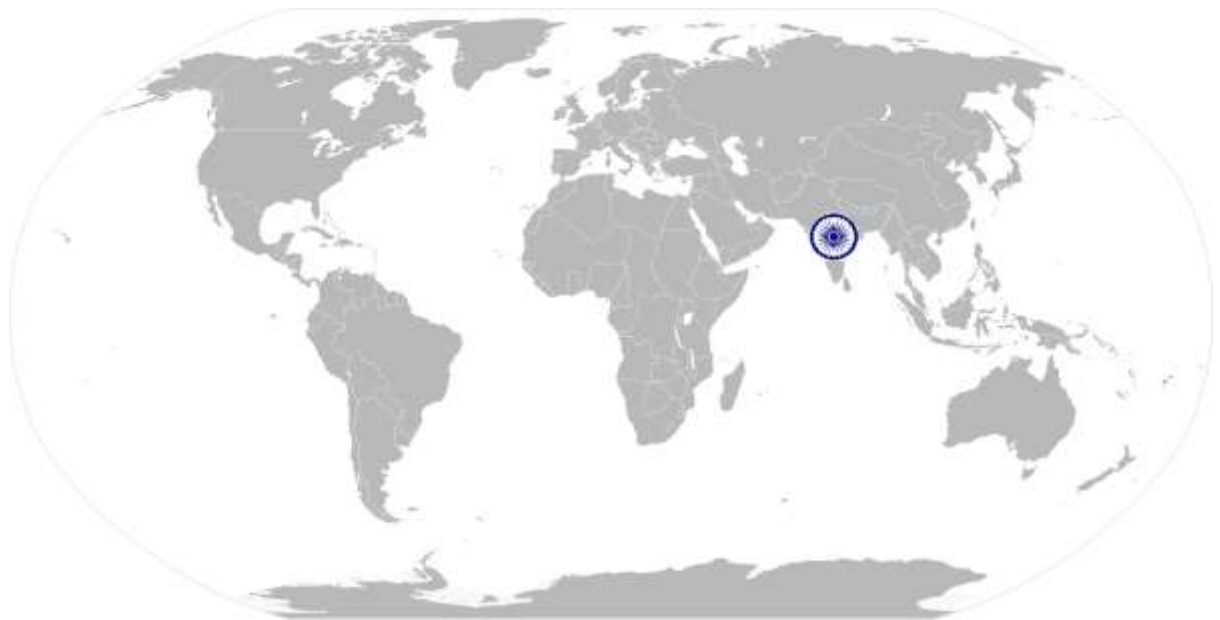
#### NOS Version Control

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

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# National Occupational Standard



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## Overview

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

<b>Unit Code</b>	<b>RAS / N0145</b>
<b>Unit Title (Task)</b>	<b>Communicate effectively with stake-holders</b>
<b>Description</b>	This OS describes Performance, Knowledge / Understanding and Skills / Abilities specifications for effective communication and working with stake-holders.
<b>Scope</b>	<p>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 &amp; customers using appropriate listening / communication skills and develop and sustain effective working relationships with stake-holders.</p> <ul style="list-style-type: none"> <li>• Handle business communication mediums effectively</li> <li>• Communicate effectively with stake-holders &amp; customers</li> <li>• Develop and sustain effective working relationships with stake-holders</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Handle business communication mediums effectively	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Pass on written information only to those people authorised to receive it and within agreed timescales</p> <p>PC2. Keep the information in written documents as required by your organization;</p> <p>PC3. Maintain the communication mediums in line your instructions and organisation's procedures</p> <p>PC4. Make sure the communication equipment you use is working properly, take corrective action as required</p> <p>PC5. Acknowledge incoming communication promptly and clearly, using appropriate terminology</p> <p>PC6. Pass on information to persons who require it within agreed timescales</p> <p>PC7. Check to ensure that the information you give is understood by the receivers</p> <p>PC8. Take prompt and effective action when there is difficulty in transmission or reception of information</p>
Communicate effectively with stake-holders & customers	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC9. Accurately interpret and act upon instructions that you receive</p> <p>PC10. Make sure you get clarifications when you need to</p> <p>PC11. Consult with and help your team members to maximise efficiency in carrying out tasks</p> <p>PC12. Give instructions to others clearly, at a pace and in a manner that helps them to understand</p> <p>PC13. Listen actively and identify the most important things that customers are saying</p> <p>PC14. Identify the most important things that customers are telling you</p>

	<p>PC15. Summarize information for customers</p> <p>PC16. Use appropriate body language when communicating with customers</p> <p>PC17. Read your customers' body language to help you understand their feelings and wishes</p> <p>PC18. Deal with customers in a respectful, helpful and professional way at all times</p> <p>PC19. Help to give good customer service by passing messages to colleagues</p>
Develop and sustain effective working relationships with stake-holders	<p>PC20. Understand the roles and responsibilities of the different people you will be working with</p> <p>PC21. Agree and record arrangements for joint working that are appropriate and effective</p> <p>PC22. Agree to the information sharing timing, reasons and confidentiality</p> <p>PC23. Discuss on how and when the joint work will be monitored and reviewed</p> <p>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</p> <p>PC25. Represent your agency's views and policies in a clear and constructive way</p> <p>PC26. Identify any tensions and issues in the joint working and seek to address them with the people involved</p> <p>PC27. Seek appropriate support when you are having difficulty working effectively with staff in other agencies</p>

### Knowledge and Understanding (K)

<p><b>E. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>On the job the individual needs to apply knowledge of:</p> <p>KA1. How to make sure information is correct and current</p> <p>KA2. The different documents / report formats that you are required to keep</p> <p>KA3. Your organization's procedures and policies for preparing and passing on written information</p> <p>KA4. The limits of your authority and responsibility for passing on information</p> <p>KA5. The regulations or policies that you should follow for using communications systems, including for private use</p> <p>KA6. The terminology that you should use in communication mediums (phonetic alphabet, the 24 hour clock, call signs, etc.)</p> <p>KA7. Who to ask if you need to clarify something, or ask questions about your work</p> <p>KA8. How to talk and work with others to work efficiently, without adversely affecting your own work; the difference between hearing and listening</p> <p>KA9. How to use and read body language effectively</p> <p>KA10. How to use questions to check that you understand what customers are telling you</p> <p>KA11. How to summarize and speak clearly</p> <p>KA12. The relevant legislation, organizational policies and procedures that apply to joint working</p> <p>KA13. The roles and functions of your stake-holders and their broad structures, methods of communication and decision making processes</p> <p>KA14. The principles and benefits of joint working between different stakeholders</p> <p>KA15. The factors likely to hinder joint working</p>
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<b>B. Technical Knowledge</b>	<p>KB1. How to make sure your communication equipment is working properly and what to do if it isn't</p> <p>KB2. What to do if there are problems in using communications equipment, and the location of alternatives that you could use</p>
<b>Skills (S)</b>	
<b>M. Core Skills/ Generic Skills</b>	<b>Writing Skills,</b>
	<p>On the job the individual needs to be able to:</p> <p>SA1. Complete documentation accurately.</p> <p>SA2. Write simple reports when required.</p>
	<b>Reading Skills</b>
	<p>On the job the individual needs to be able to:</p> <p>SA3. Read information accurately.</p> <p>SA4. Read and interpret data sheets.</p>
	<b>Communication Skills</b>
	<p>On the job the individual needs to be able to:</p> <p>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</p> <p>SA6. Carry out verbal instructions from other team members and supervisors</p> <p>SA7. Read and interpret simple workplace documents</p> <p>SA8. Complete simple written workplace forms and share work-related information with other team members</p>
	<b>N. Professional Skills</b>
	<b>Decision Making</b>
	<p>On the job the individual needs to be able to:</p> <p>SB1. Make appropriate decisions regarding the responsibilities of the job role.</p>
	<b>Problem-solving</b>
	<p>On the job the individual needs to be able to:</p> <p>SB2. Demonstrate sensitivity to customer needs and concerns</p> <p>SB3. Anticipate problems and act to avoid them where possible</p> <p>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.</p>
	<b>Teamwork</b>
	<p>On the job the individual needs to be able to:</p> <p>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.</p>
	<b>Problem Solving</b>
	<p>On the job the individual needs to be able to identify and respond to:</p> <p>SB6. Breakdowns and malfunction of equipment.</p> <p>SB7. Unsafe and hazardous working conditions.</p> <p>SB8. Security breaches.</p>

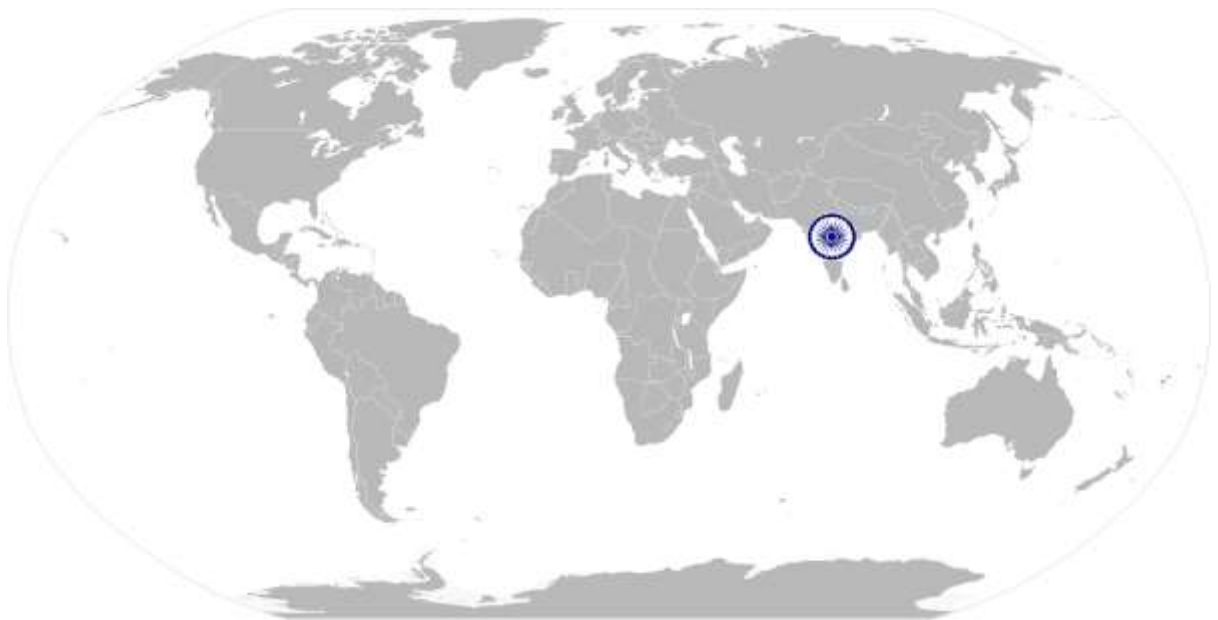
	<b>Initiative and enterprise</b>
	On the job the individual needs to be able to: SB9.Adapt to new situations, including changing workplace procedures.
	<b>Planning and organizing</b>
	SB10.Understand and follow store policies regarding work availability, rosters and work duties SB11.Work within the store culture by practicing inclusive behavior SB12.Manage personal presentation, hygiene and time SB13.Priorities and complete delegated tasks under instruction
	<b>Learning</b>
	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
	<b>Technology</b>
	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

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

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# National Occupational Standard



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## Overview

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



<b>Unit Code</b>	<b>RAS / N0122</b>
<b>Unit Title (Task)</b>	<b>Help maintain healthy and safety</b>
<b>Description</b>	This OS describes the skills and knowledge required to help maintain healthy and safety.
<b>Scope</b>	<p>This unit applies to individuals to help maintain healthy and safety in retail operations.</p> <ul style="list-style-type: none"> <li>Deal with accidents and emergencies</li> <li>Help to reduce risks to health and safety</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>Department Store</li> <li>Supermarket</li> <li>Specialty Store</li> <li>Fresh Food stores</li> <li>Quick Service Food Stores</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Deal with accidents and emergencies	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Follow company procedures and legal requirements for dealing with accidents and emergencies.</p> <p>PC2. Speak and behave in a calm way while dealing with accidents and emergencies.</p> <p>PC3. Report accidents and emergencies promptly, accurately and to the right person.</p> <p>PC4. Recognise when evacuation procedures have been started and following company procedures for evacuation.</p>
Help to reduce risks to health and safety	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC5. Follow the health and safety requirements laid down by your company and by law, and encourage colleagues to do the same.</p> <p>PC6. Promptly take the approved action to deal with risks if you are authorised to do so.</p> <p>PC7. If you do not have authority to deal with risks, report them promptly to the right person.</p> <p>PC8. Use equipment and materials in line with the manufacturer's instructions.</p>
<b>Knowledge and Understanding (K)</b>	
<b>F. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>On the job the individual needs to apply knowledge of:</p> <p>KA1. Company procedures and legal requirements for dealing with accidents and emergencies.</p> <p>KA2. Reporting accidents and emergencies promotes health and safety.</p> <p>KA3. Legal and company requirements for reporting accidents and emergencies.</p> <p>KA4. Company procedures for evacuation, including how the alarm is raised and where emergency exits and assembly points are.</p> <p>KA5. Health and safety requirements laid down by your company and by law.</p> <p>KA6. Setting a good example contributing to health and safety in the workplace.</p> <p>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.</p>

	KA8. Approved procedures for dealing with health and safety risks. KA9. Finding instructions for using equipment and materials.
<b>B. Technical Knowledge</b>	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.
<b>Skills (S)</b>	
<b>O. Core Skills/ Generic Skills</b>	<b>Writing Skills,</b>
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	<b>Reading Skills</b>
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	<b>Communication Skills</b>
	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>Decision Making</b>
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
<b>P. Professional Skills</b>	<b>Problem-solving</b>
	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.
	<b>Teamwork</b>
	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.
	<b>Problem Solving</b>
	On the job the individual needs to be able to identify and respond to: SB6. Breakdowns and malfunction of equipment.



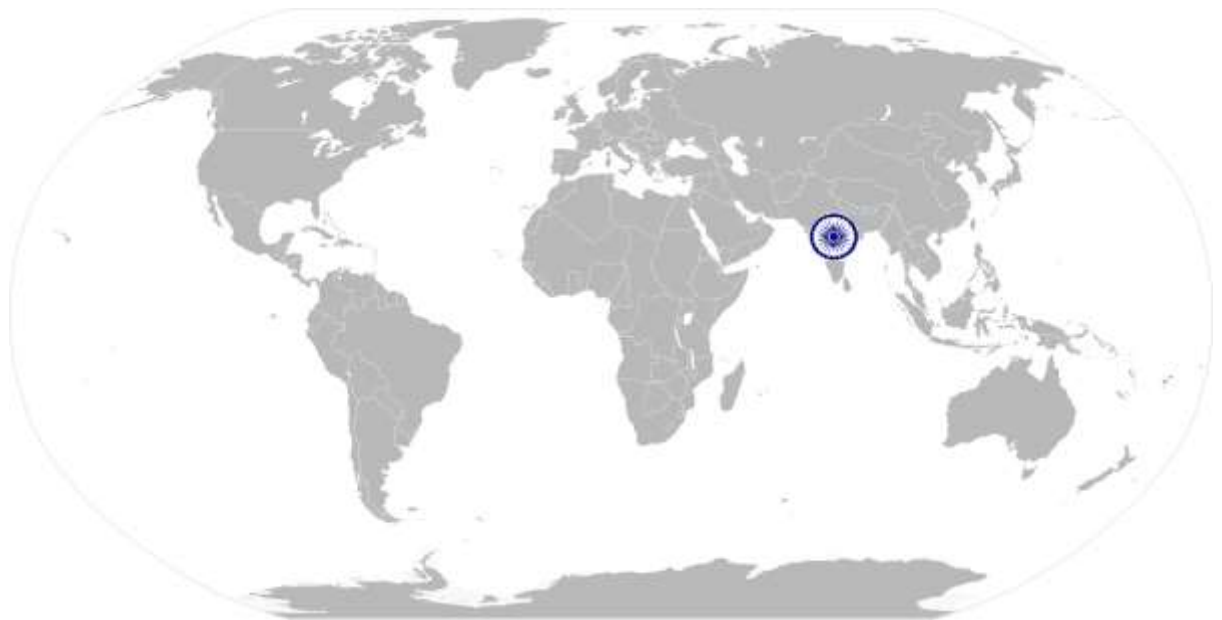
	SB7. Unsafe and hazardous working conditions. SB8. Security breaches.
	<b>Initiative and enterprise</b>
	On the job the individual needs to be able to: SB9. Adapt to new situations, including changing workplace procedures.
	<b>Planning and organizing</b>
	SB10. Understand and follow store policies regarding 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
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	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
	<b>Technology</b>
	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

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

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# National Occupational Standard



## Overview

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

<b>Unit Code</b>	<b>RAS / N0150</b>
<b>Unit Title (Task)</b>	<b>Monitor and solve customer service problems</b>
<b>Description</b>	This OS describes the skills and knowledge required to monitor and solve customer service problems
<b>Scope</b>	<p>This unit applies to individuals to monitor and solve customer service problems</p> <ul style="list-style-type: none"> <li>Solve immediate customer service problems</li> <li>Identify repeated customer service problems and solving them</li> <li>Take action to avoid the repetition of customer service problems</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>Department Store</li> <li>Supermarket</li> <li>Specialty Store</li> <li>Fresh Food stores</li> <li>Quick Service Food Stores</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Solve immediate customer service problems	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Respond positively to customer service problems following organisational guidelines</p> <p>PC2. Solve customer service problems when you have sufficient authority</p> <p>PC3. Work with others to solve customer service problems</p> <p>PC4. Keep customers informed of the actions being taken</p> <p>PC5. Checking if the customers are comfortable with the actions taken</p> <p>PC6. Solve problems with service system and procedures</p> <p>PC7. Inform co workers of the steps taken to solve specific problems</p>
Identify repeated customer service problems and solving them	<p>PC8. Identify repeated customer service problems</p> <p>PC9. Identify advantages and disadvantages of options for dealing with problems</p> <p>PC10. Selecting the best option, balancing customers' needs and needs of organisation</p>
Take action to avoid the repetition of customer service problems	<p>PC11. Obtain approval from sufficient authority to change guidelines to reduce a problem</p> <p>PC12. Action your agreed solution</p> <p>PC13. Keeping customers positively involved in steps taken to solve problem</p> <p>PC14. Monitor and adjust changes made</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context (Knowledge of the company / organization and its processes)</b>	<p>On the job the individual needs to apply knowledge of:</p> <p>KA1. Organizational procedures and systems for dealing with customers problems</p> <p>KA2. Organizational procedures and systems for identifying repeated customers problems</p> <p>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</p> <p>KA4. How to negotiate and reassure customers while their problems are being</p>

	solved
<b>B. Technical Knowledge</b>	NA
<b>Skills (S)</b>	
<b>Q. Core Skills/ Generic Skills</b>	<b>Writing Skills,</b>
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	<b>Reading Skills</b>
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	<b>Communication Skills</b>
	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>R. Professional Skills</b>	<b>Decision Making</b>
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	<b>Problem-solving</b>
	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.
	<b>Teamwork</b>
	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.
	<b>Problem Solving</b>
	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.
	<b>Initiative and enterprise</b>

	On the job the individual needs to be able to: SB9.Adapt to new situations, including changing workplace procedures.
	<b>Planning and organizing</b>
	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
	<b>Learning</b>
	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
	<b>Technology</b>
	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

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

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# National Occupational Standard



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## Overview

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



<b>Unit Code</b>	<b>RAS / N0137</b>
<b>Unit Title (Task)</b>	<b>Work Effectively in a Retail Team</b>
<b>Description</b>	This OS describes the skills and knowledge required to work effectively within and with teams across a Retail environment.
<b>Scope</b>	<p>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.</p> <p>Requirement of this role would include but not be limited to:</p> <ul style="list-style-type: none"> <li>• Interaction with team members</li> <li>• Cooperation with other teams</li> <li>• Supporting and guiding team activities</li> </ul> <p>The role may be performed in a range of Retail Environments such as:</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> <li>• Distribution Centre</li> <li>• Shopping Mall</li> </ul>
<b>Performance Criteria</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Support the work team</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Display courteous and helpful behaviour at all times.</p> <p>PC2. Take opportunities to enhance the level of assistance offered to colleagues.</p> <p>PC3. Meet all reasonable requests for assistance within acceptable workplace timeframes.</p> <p>PC4. Complete allocated tasks as required.</p> <p>PC5. Seek assistance when difficulties arise.</p> <p>PC6. Use questioning techniques to clarify instructions or responsibilities.</p> <p>PC7. Identify and display a non discriminatory attitude in all contacts with customers and other staff members.</p>
<b>Maintain personal presentation</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact.</p> <p>PC2. Follow personal hygiene procedures according to organisational policy and relevant legislation.</p>

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

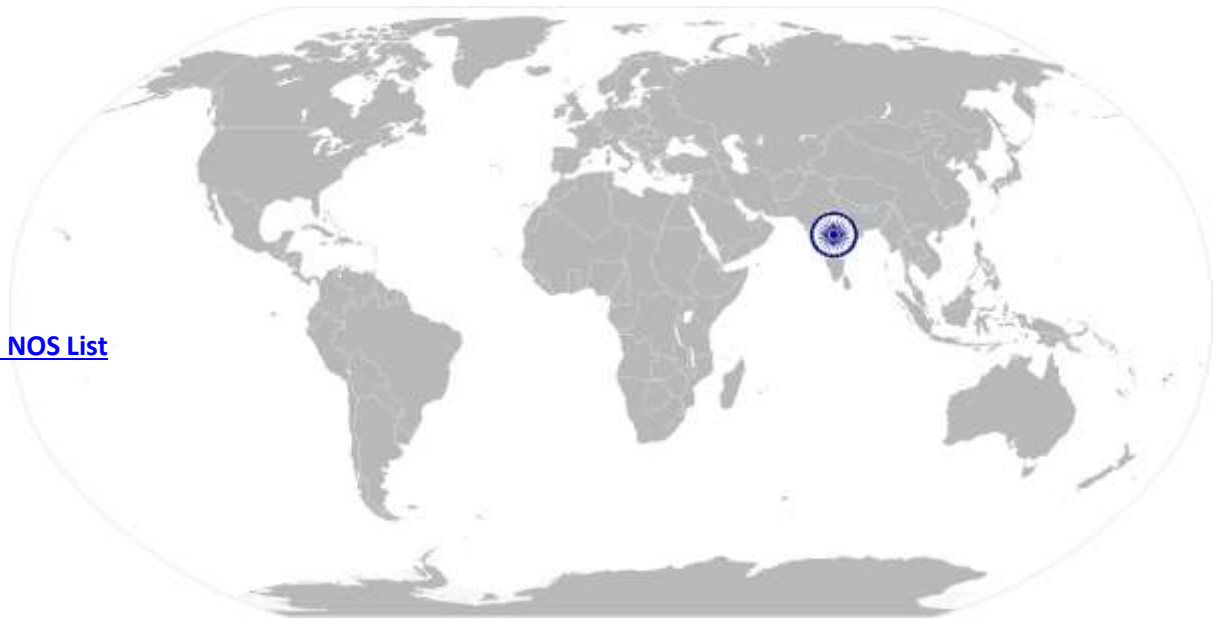


	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	<b>Problem-solving</b>
	On the job the individual needs to be able to: SB2. Demonstrate sensitivity to customer needs and concerns SB3. Anticipate problems and act to avoid 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.
	<b>Teamwork</b>
	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.
	<b>Problem Solving</b>
	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.
	<b>Initiative and enterprise</b>
	On the job the individual needs to be able to: SB9. Adapt to new situations, including changing workplace procedures.
	<b>Planning and organizing</b>
	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
	<b>Learning</b>
	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
	<b>Technology</b>
	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

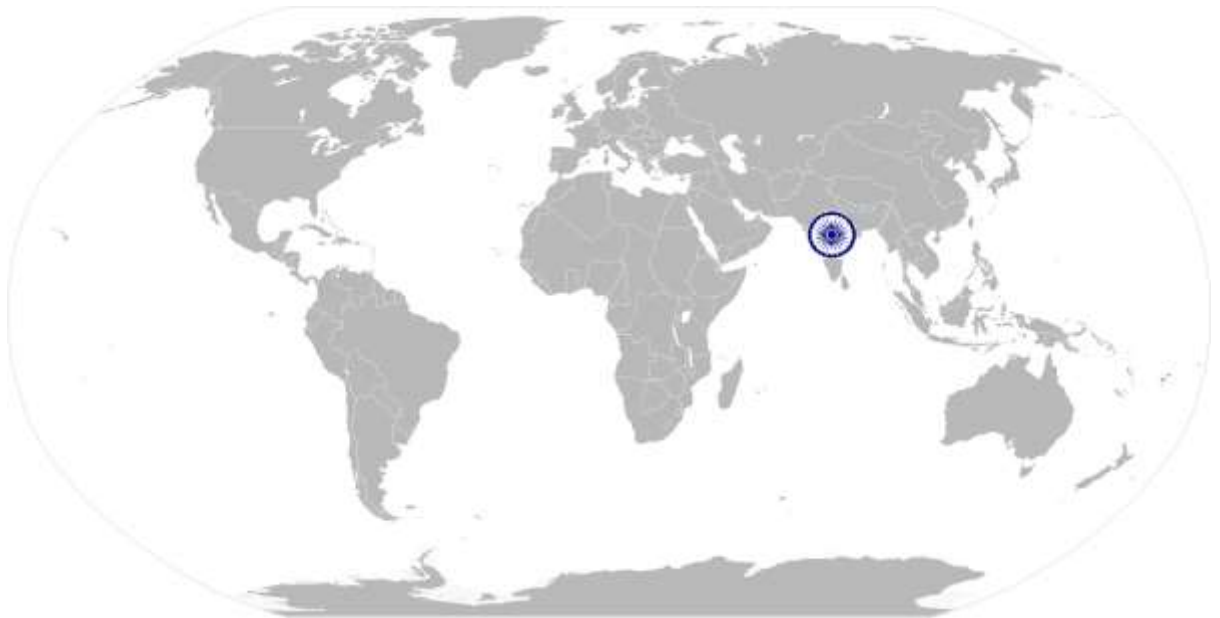
NOS Code :	RAS / N0137		
Credits(NSQF)	TBD	Version number	1.0
Industry	Retail	Drafted on	26/11/14
Industry Sub-sector	B2B & B2C	Last reviewed on	26/11/14
Occupation	Store Operations	Next review date	25/11/15

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# National Occupational Standard



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## Overview

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

<b>Unit Code</b>	<b>RAS / N0138</b>
<b>Unit Title (Task)</b>	<b>Work effectively in your organisation</b>
<b>Description</b>	This OS describes the skills and knowledge required to work effectively in an organisation.
<b>Scope</b>	<p>This unit applies to individuals to work effectively in an organisation in retail operations.</p> <ul style="list-style-type: none"> <li>• Support effective team working</li> <li>• Help plan and organise own learning</li> <li>• Help others learn</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Support effective team working	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Share work fairly with colleagues, taking account of your own and others' preferences, skills and time available.</p> <p>PC2. Make realistic commitments to colleagues and do what you have promised you will do.</p> <p>PC3. Let colleagues know promptly if you will not be able to do what you have promised and suggest suitable alternatives.</p> <p>PC4. Encourage and support colleagues when working conditions are difficult.</p> <p>PC5. Encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect.</p> <p>PC6. Follow the company's health and safety procedures as you work.</p>
Help plan and organise own learning	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC7. Discuss and agree with the right people goals that are relevant, realistic and clear.</p> <p>PC8. Identify the knowledge and skills you will need to achieve your goals.</p> <p>PC9. Agree action points and deadlines that are realistic, taking account of your past learning experiences and the time and resources available for learning.</p> <p>PC10. Regularly check your progress and, when necessary, change the way you work.</p> <p>PC11. Ask for feedback on your progress from those in a position to give it, and use their feedback to improve your performance.</p>

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

<b>B. Technical Knowledge</b>	Not Applicable
<b>Skills (S)</b>	
<b>U. Core Skills/ Generic Skills</b>	<b>Writing Skills,</b>
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	<b>Reading Skills</b>
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	<b>Communication Skills</b>
	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>V. Professional Skills</b>	<b>Decision Making</b>
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	<b>Problem-solving</b>
	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.
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	<b>Problem Solving</b>
	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.
	<b>Initiative and enterprise</b>



	On the job the individual needs to be able to: SB9.Adapt to new situations, including changing workplace procedures.
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	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
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	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

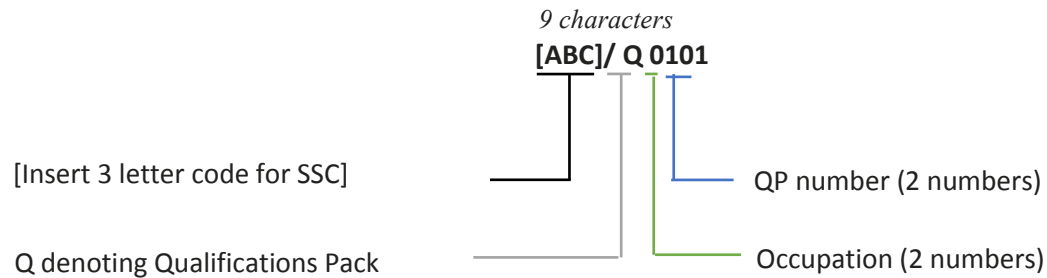
<b>NOS Code</b> Font: Calibri(Body) Font Size 11, Bold White	<b>RAS / N0138</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Retail</b>	<b>Drafted on</b>	<b>26/11/14</b>
<b>Industry Sub-sector</b>	<b>B2B &amp; B2C</b>	<b>Last reviewed on</b>	<b>26/11/14</b>
<b>Occupation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

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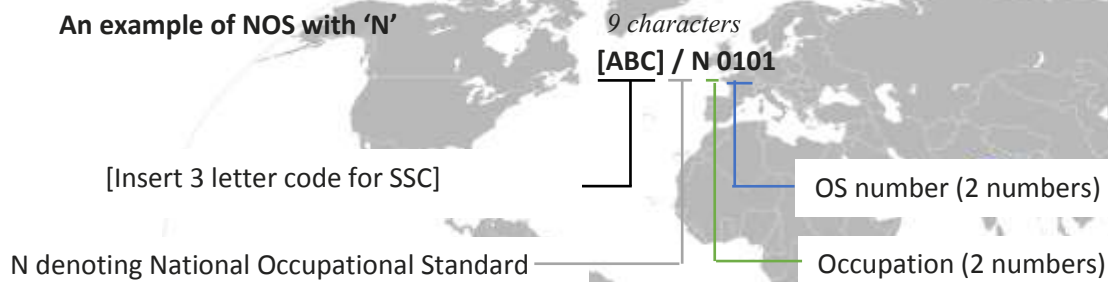
## Annexure

### Nomenclature for QP and NOS

#### Qualifications Pack



#### Occupational Standard

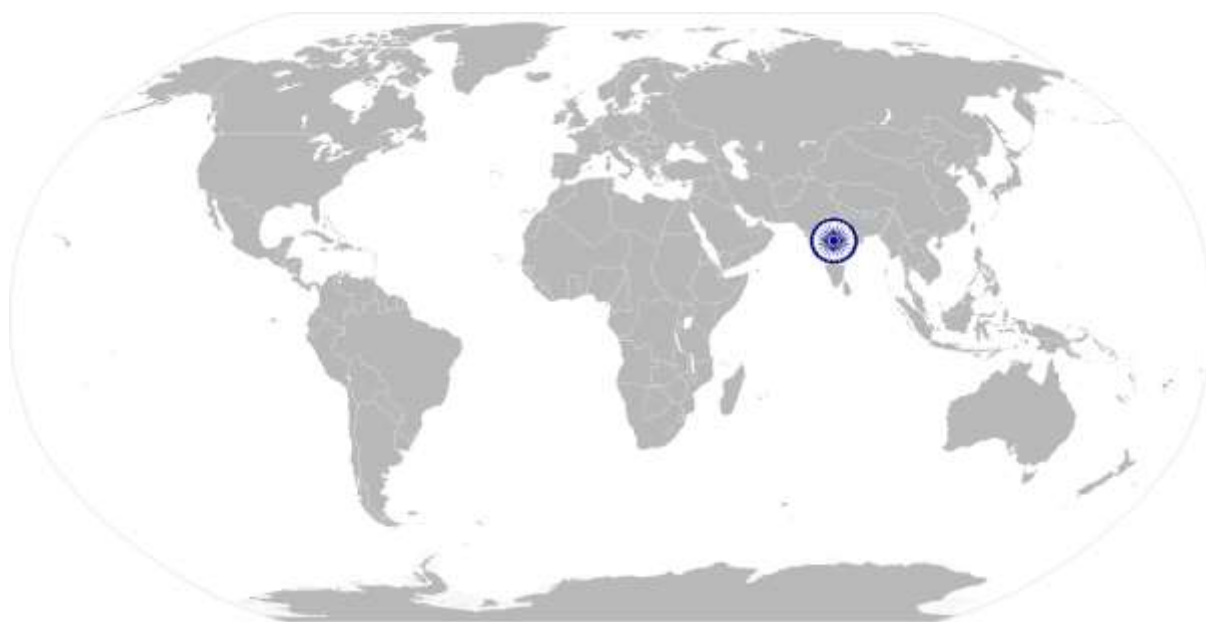


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The following acronyms/codes have been used in the nomenclature above:

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



## Criteria for Assessment

**Job Role** Team Leader

**Qualification 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
<b>RAS / N0146</b> <b>To organize the display of products at the store</b>	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
<b>RAS / N0147</b> 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
<b>RAS / N0139</b> 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
	<b>Total</b>	<b>NOS Total</b>	<b>100</b>	<b>50</b>	<b>50</b>
<b>RAS / N0140 To establish and satisfy customer needs</b>	PC1. Stay alert to, and make unobtrusive observations about, customer choices and movements within the store	<b>100</b>	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
<b>RAS / N0148</b> <b>To maintain the availability of goods for sale to customers</b>	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 way that causes the least inconvenience to customers		4	2	2
	PC4. Provide constructive feedback to staff on their performance		4	2	2
	PC5. Provide 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 stock replenishment plans are up-to-date and realistic		4	2	2
	PC5. Deal with out of date or deteriorating stock in line with company policy and any relevant 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
	<b>Total</b>	<b>NOS Total</b>	<b>100</b>	<b>50</b>	<b>50</b>
<b>RAS / N0131</b> <b>To allocate and check work in your team</b>	PC1. Use information collected on the performance of team members in any formal appraisal of performance.	<b>100</b>	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
	<b>Total</b>	<b>NOS Total</b>	<b>100</b>	<b>50</b>	<b>50</b>
<b>RAS / N0145 To communicate effectively with stake-holders</b>	PC1. Pass on written information only to those people authorised to receive it and within agreed timescales	<b>100</b>	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
<b>RAS / N0122 To help maintain healthy and safety</b>	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
<b>RAS / N0150 To monitor and solve customer service problems</b>	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
<b>RAS / N0137 To work effectively in your team</b>	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
<b>RAS / N0138 To work effectively in your organisation</b>	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



## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

# TransnationalSkill Standards Department Manager

REFERENCE ID:TOS/RAS/Q0106

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

### Mapping for Department Manager (RAS/Q0106) with UK Qualification Level 3 Diploma in Retail Skills (Management) (QCF)

Link to Indian Qualification Pack:

<http://www.nsdcindia.org/sites/default/files/files/Departmental-Manager.pdf>

Links to UK Qualification: [http://register.ofqual.gov.uk/Qualification/Details/601\\_1726\\_6](http://register.ofqual.gov.uk/Qualification/Details/601_1726_6)

### How to Read this Document

This document has two sections - **Section I** and **Section II**.

**Section I:** Compares the NOS listing in the Indian QP –**Department Manager RAS/Q0106** with **Department Manager/NOS** in UK Qualification Level 3.

**Section II:** Compares the competencies described in each of the Indian NOS with those of UK.

The language of the compared competencies of the two countries differs. However, the competency pointers of the described competency can be mapped. Wherever the competency pointer maps it is reported as 'None' under the column 'Gap in Indian NOS'. Wherever the competency pointers do not map, it is identified as a gap and the corresponding UK competency is noted under the column 'Gap in Indian NOS'.

### Usage of Benchmarked Transnational Standards

There will be two types of users of these benchmarked standards. One type will be of those individuals who are already trained and are certified on the corresponding Indian QP. This set of individuals will have to undergo a bridge course comprising of the identified gaps only. Thereafter, they will be assessed under the aegis of a UK Awarding body through the Indian SSC on the competency portions acquired via the bridge course.

All qualifying individuals will be awarded a co-branded certificate comprising of logo of Skill India, Indian SSC and UK Awarding Body.

Those individuals who wish to be certified afresh will have to undergo training on both the Indian QP and the gaps in the Indian NOS with regard to UK competencies. Thereafter, they will be assessed under the aegis of a UK Awarding body through the Indian SSC and they will obtain a co-branded certificate comprising of logo of Skill India, Indian SSC and UK Awarding Body.

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

### **Section I:** NOS Mapping of Department Manager QP (RAS/Q0106) with the Department in UK Qualification Level 3

NOS Mapping: A Summary				
Indian NOS Code	Indian NOS	UK NOS Code	UK NOS	Remarks, if any
RAS / N0139	Plan visual merchandise	SSR.C303	Keep products available and maintain their quality in a retail environment	
RAS / N0140	Establish and satisfy customer needs	SSR.C205	Help customers choose products in a retail store	
RAS / N0141	Monitor and manage store performance	CFAMLF3	Manage business processes	
RAS / N0142	Provide leadership for your team	CFAMLB5	Provide leadership for your team	
RAS / N0143	Build and manage store team	CFAMLD9	Build and manage teams	
RAS / N0131	Allocate and check work in your team	CFAMLD5	Allocate and check work in your team	
RAS / N0144	Develop individual retail service opportunities	SFJPC2.2	Promote continuous improvement	
RAS / N0145	Communicate effectively with stake-holders	CFAM&L DD2	Develop and sustain productive working relationships with stakeholders	

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

RASN0122	Help maintain healthy and safety	SSR.E306	Assess and control risks to health and safety in a retail environment	2 of UK NOS's are mapped to one Indian NOS
		SSR.E307	Put accident and emergency procedures into practice in a retail environment	
RASN0137	To work effectively in your team	SSR.E335	Support effective team working in a retail environment	2 India NOS's are mapped to one UK NOS
RASN0138	To work effectively in your organisation			
RAS / N0151	Manage a budget	CFAMLE1	Manage a budget	

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

**Section II:** Compares the competencies in Indian NOS 'Plan visual merchandise' (RAS/N0139) with those of UK NOS. 'Keep products available and maintain their quality in a retail environment' (SSR. C303).

NOS Mapping Descriptions			
<b>Indian QP Title</b>	Department Manager	<b>UK Qualification</b>	Level 3 Diploma in Retail Skills (Management) (QCF)
<b>Indian QP Code</b>	RAS / Q0106	<b>UK Qualification Code</b>	601/1726/6
<b>Indian NOS Code</b>	RAS / N0139	<b>UK NOS Code</b>	SSR.C303
<b>Indian NOS</b>	Plan visual merchandise	<b>UK NOS</b>	Keep products available and maintain their quality in a retail environment
<b>Scope</b>	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	<b>Overview</b>	This standard is about making sure that enough goods are kept on display in your store or department and that these are fit for sale and correctly priced. You also need to make sure that displays are kept in an attractive condition. You do not need specialist visual merchandising skills.



## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

### Competency Mapping:

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
Interpret design briefs for retail displays		
PC1. Identify the purpose, content and style of the display.		None
PC2. Identify the equipment, materials, merchandise and props you need to create and install the display and the dates for completing it.		None
PC3. Evaluate whether the place you plan to put the display is likely to fulfil the design brief.		None
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.		None
		P1. Collect and record accurate information on price changes
		P2. Give accurate, up-to-date price information to the staff who need it
		P3. Regularly check price marking and promptly sort out any pricing problems you spot
		P4. Make sure that stock replenishment plans are up-to-date and realistic
<b>Get hold of merchandise and props to be featured in retail displays</b>		
PC5. Confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention.		None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
PC6. Identify other merchandise and props when those originally specified are not available or not suitable, and agree your selections with the right person.		None
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.		None
PC8. Check the progress of deliveries and take suitable action if delays seem likely.		None
PC9. Update stock records to account for merchandise on display.		None
		P5. Deal with out-of-date or deteriorating stock in line with company policy and any relevant laws
		P6. Involve staff in spotting potential improvements to the way stock is organised and presented
		P7. Spot realistic and effective ways of improving how stock is organised and presented
		P8. Get permission from the right person, where necessary, to improve the way stock is organised and presented
		P9. Make sure that you maintain customer goodwill and staff morale while stock is being reorganised
<b>Knowledge &amp; Understanding; Organisational Context</b>	<b>Knowledge &amp; Understanding; Organisational Context</b>	

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KA1. The role of displays in marketing, promotional and sales campaigns and activities		None
KA2. The importance and content of the design brief		None
KA3. Company policies for visual design		None
KA4. The role of displays in marketing, promotional and sales campaigns and activities		None
KA5. Company policies for visual design		None
KA6. The merchandiser or buyer that you need to consult about merchandise and props		None
KA7. Why you must update stock records to account for merchandise on display, and how to do this		None
<b>Technical Knowledge</b>	<b>Technical Knowledge</b>	
KB1. How to use the design brief to identify what you need for the display		None
KB2. Different approaches to designing displays for different types of merchandise, and why these are effective		None
KB3. How to evaluate the potential places to put the display so you meet the design brief		None
KB4. How to use the design brief to identify what you need for the display		None
KB5. different approaches to designing displays for different types of merchandise, and why these are effective		None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KB6. How light, colour, texture, shape and dimension combine to achieve the effects you need		None
KB7. How to assess the potential of places to put displays to meet the design brief		None
KB8. How to arrange delivery of merchandise and monitor the progress of deliveries		None
		K1. How to collect and record information about prices
		K2. How to check stock rotation and the quality of goods on display
		K3. What can happen to stock that is not stored correctly or renewed as needed
		K4. How to replenish and rotate stock and deal with sub-standard goods
		K5. How to check pricing and price marking, correct mistakes and change prices
		K6. Why it is important to record price changes accurately

**\*General Note:** In the RASCI NOS, Range statement is not separated out. It is integrated holistically into the PCs and Technical knowledge within the QPs.

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

**Section II:** Compares the competencies in Indian NOS 'Establish and satisfy customer needs' (RAS/N0140) with those of UK NOS. 'Help customers choose products in a retail store' (SSR.C205)

NOS Mapping Descriptions			
<b>Indian QP Title</b>	Department Manager	<b>UK Qualification</b>	Level 3 Diploma in Retail Skills (Management) (QCF)
<b>Indian QP Code</b>	RAS / Q0106	<b>UK Qualification Code</b>	601/1726/6
<b>Indian NOS Code</b>	RAS/N0140	<b>UK NOS Code</b>	SSR.C205
<b>Indian NOS</b>	Establish and satisfy customer needs	<b>UK NOS</b>	Help customers choose products in a retail store
<b>Scope</b>	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	<b>Overview</b>	This standard is about helping customers choose products. This means helping customers decide whether specific products are suitable for their needs, as well as helping them choose the most suitable product from a range of options. You need to help customers with their buying decisions in ways that promote sales and goodwill.

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

### Competency Mapping:

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
Establish customer needs		
PC1. Stay alert to, and make unobtrusive observations about, customer choices and movements within the store		None
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	P1. Find out which product features and benefits interest individual customers and focus on these when discussing products	None
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		None
PC4. Confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections.	P4. Check customers' responses to your explanations, and confirm their interest in the product	None
<b>Satisfy customer needs</b>		
PC5. Extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice	P2. Describe and explain clearly and accurately relevant product features and benefits to customers	None
PC6. Provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions	P3. Compare and contrast products in ways that help customers choose the product that best meets their needs	None
PC7. Enable customers to make choices appropriate with their product, supplies and brand preferences and complete their basket of		None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
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		None
PC9. Maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas	P7. Constantly check the store for security, safety and potential sales whilst helping customers	None
PC10. Ensuring that customers fulfil their purchase process smoothly from start to billing by minimizing waiting times at different stages of the process		None
		P5. Encourage customers to ask you questions and respond to their questions and comments in ways that promote sales and goodwill
		P6. Identify suitable opportunities to tell the customer about associated or additional products and do so in a way that promotes sales and goodwill
<b>Knowledge &amp; Understanding; Organisational Context</b>	<b>Knowledge &amp; Understanding; Organisational Context</b>	
KA1. Appropriate behaviour with customers in a retail environment and the assisted self-serve nature of the store environment		None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KA2. Measurement and calibration of the quantity and quality of product and supplies the customer wants		None
KA3. Make near-appropriate judgments about different types of customers, their requirements, choices and preferences		None
KA4. Help select the most appropriate products and supplies based on the knowledge of such judgments		None
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		None
KA6. Suggest alternative products and supplies when products the customer wants are out of stock		None
KA7. Suggest suitable products and supplies when the customer is undecided		None
KA8. Relevance of store offerings to different individual customers, their purchase habits and frequencies of purchase		None
KA9. Individual preferences, choices and opinions of customers through proper attention, listening and conversing		None



## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KA10. Preferences of different types of customers by observing their behaviour, actions, choices and repeat visits to the store		None
KA11. Provide information and advice to customers about safely transporting, storing, / safekeeping or refrigeration of products, especially when such information or advice is solicited		None
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		None
KA13. Provide appropriate assistance, information or advise, at appropriate stages, in an opportune but unobtrusive and non-overbearing manner to effect customer purchases		None
KA14. Provide accurate information on store promotions on offer at the time of purchase to effect customer purchases		None
KA15. Make use of the understanding of generic and specific, individual, customer habits and preferences to effectively suggest and sell products and supplies		None
KA16. Suit your mannerisms to extend a personalized purchase experience to the customer		None
<b>Technical Knowledge</b>	<b>Technical Knowledge</b>	

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KB1. How to maintain brief, to-the-point, accurate and polite responses to customer queries		None
KB2. How to avoid being perceived to be intrusive, or step back from a situation perceived to be intrusive, by the customer		None
KB3. How to guide the customer with the right information and advice, when solicited		None
KB4. How to ensure customer comfort, and avoid customer discomfort, within store premises		None
KB5. How to maintain and ensure a conducive and congenial atmosphere for customers to navigate, browse through and purchase products and supplies		None
KB6. How to ensure compliance with health, safety and hygiene requirements for stock, store environment and paraphernalia	K7. The risks of not paying attention to the store, in terms of security, safety and lost sales	None
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		None
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		None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KB9. What suitable additions or enhancements to purchase are to be suggested by avoiding being overbearing, obtrusive or irrelevant		None
		K6. How to encourage customers to ask you for clarification and more information
		K5. How to adapt your explanations and respond to questions and comments in ways that promote sales and goodwill
		K1. Why you need to promote sales and goodwill, and how helping customers to choose products contributes to this

**\*General Note:** In the RASCI NOS, Range statement is not separated out. It is integrated holistically into the PCs and Technical knowledge within the QPs.

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

**Section II:** Compares the competencies in Indian NOS 'Manage Business Processes' (RAS/N0141) with those of UK NOS. 'Manage business processes' (CFAMLF3)

NOS Mapping Descriptions			
<b>Indian QP Title</b>	Department Manager	<b>UK Qualification</b>	Level 3 Diploma in Retail Skills (Management) (QCF)
<b>Indian QP Code</b>	RAS / Q0106	<b>UK Qualification Code</b>	601/1726/6
<b>Indian NOS Code</b>	RAS / N0141	<b>UK NOS Code</b>	CFAMLF3
<b>Indian NOS</b>	Manage Business Processes	<b>UK NOS</b>	Manage business processes
<b>Scope</b>	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	<b>Overview</b>	This unit is about managing business processes to make sure the organisation delivers outputs that meet customers' needs and stakeholders' needs, and organisational and legal requirements. The unit is recommended for middle managers. This unit is linked to units: B1 Develop and implement operational plans for your area of responsibility. E17 Outsource business processes in the overall suite of National Occupational Standards for Management and Leadership.

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

### Competency Mapping:

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
Monitor and Manage Store Performance		
PC1. Monitor retail operations against targets		None
PC2. Check that the quality of the products and customer service are maintained		None
PC3. Adapt allocation of work activities to meet changing priorities and targets		None
PC4. Report factors influencing effectiveness which are outside your own area of responsibility to the relevant people		None
PC5. Make recommendations to improve retail operations to relevant people		None
		P1. Design processes that deliver outcomes based on organisational goals and aims
		P2. Ensure processes and resources are sustainable and effective in their use
		P3. Identify and provide the resources you need
		P4. Take account of influences that may affect and shape how processes work
		P5. Link processes so that they interact across the organisation to form a complete system

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
		P6. Provide information and support for staff and other stakeholders involved
		P7. Define process responsibilities
		P8. Develop process measures that are affordable and provide enough information for people to decide how to manage the process
		P9. Establish and use effective methods to review and improve the process
<b>Knowledge &amp; Understanding; Organisational Context</b>	<b>Knowledge &amp; Understanding; Organisational Context</b>	
KA1. Different ways of communicating effectively with members of a store team		None
KA2. How to set store business objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).		None
KA3. How to plan the achievement of store team objectives and the importance of involving team members in this process		None
KA4. The importance of and being able to show store team members how personal work objectives contribute to achievement of team objectives		None
KA5. The importance of encouraging others to take the lead and ways in which this can be achieved		None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KA6. The benefits of and how to encourage and recognize creativity and innovation within a team		None
<b>Technical Knowledge</b>	<b>Technical Knowledge</b>	
		K6. How to assess process changes for risk and reward against their potential investment cost
		K7. How to carry out cost and benefit analysis
		K8. Types of analytical and problem-solving tools that you can use when developing business processes
		K9. How to measure the effect of changes in the business process
		K1. The sector and market in which your organisation works
		K2. Relevant sector trends, developments and competitor performance that affect your business processes
		K3. Your organisation's aims and goals
		K4. Your organisation's structure, values and culture
		K5. How your organisation adds value through delivering its products, services and processes

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
		K6. The needs of your actual and potential customers and other key stakeholders
		K7. Your organisation's products, services and processes and the interdependencies between them
		K8. Measures of process performance that are relevant to your organisation
		K4. How to ensure processes and resources are sustainable and effective in their use, and the importance of doing so
		K5. The difference between process outputs and outcomes.
		L3. Types of business process measures and how to assess their suitability
		K2. How to define business processes
		K1. Principles and models of effective process management



## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

**Section II:** Compares the competencies in Indian NOS 'Establish and satisfy customer needs' (RAS/N0142) with those of UK NOS. 'Help customers choose products in a retail store' (SSR. C205)

NOS Mapping Descriptions			
<b>Indian QP Title</b>	Department Manager	<b>UK Qualification</b>	Level 3 Diploma in Retail Skills (Management) (QCF)
<b>Indian QP Code</b>	RAS / Q0106	<b>UK Qualification Code</b>	601/1726/6
<b>Indian NOS Code</b>	RAS / N0142	<b>UK NOS Code</b>	CFAMLB5
<b>Indian NOS</b>	Provide leadership for your team	<b>UK NOS</b>	Provide leadership for your team
<b>Scope</b>	<p>This unit applies to individuals to provide direction to the members of the team and motivating and supporting them to achieve the objectives of the team and their personal work objectives.</p> <ul style="list-style-type: none"> <li>· Demonstrate leadership skills</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>· Department Store</li> <li>· Supermarket</li> <li>· Specialty Store</li> <li>· Fresh Food stores</li> <li>· Quick Service Food Stores</li> </ul>	<b>Overview</b>	<p>This unit is about providing direction to the members of your team and motivating and supporting them to achieve the objectives of the team and their personal work objectives.</p> <p>The unit is recommended for team leaders.</p> <p>This unit is linked to units:</p> <p>B6. Provide leadership in your area of responsibility.</p> <p>C1. Encourage innovation in your team.</p> <p>D1. Develop productive working relationships with colleagues.</p> <p>D5. Allocate and check work in your team.</p> <p>D9. Build and manage teams.</p> <p>in the overall suite of National Occupational Standards for Management and Leadership.</p>

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

### Competency Mapping:

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
<b>Demonstrate products to customers</b>		
PC1. Set out and positively communicate the purpose and objectives of the store business to all store team members	P1. Set out and positively communicate the purpose and objectives of the team to all members	None
PC2. Involve key store team members in planning how the team will achieve store business objectives	P2. Involve members in planning how the team will achieve its objectives	None
PC3. Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead	P10. Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead	None
PC4. Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the store business's objectives	P3. Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives	None
PC5. Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved	P4. Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved	None
PC6. Win, through your performance, the trust and support of the team for your leadership	P5. Win, through your performance, the trust and support of the team for your leadership	None
PC7. Steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team	P6. Steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team	None
PC8. Encourage and recognize creativity and innovation within the team	P7. Encourage and recognise creativity and innovation within the team	None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
PC9. Give team members support and advice when they need it especially if and during periods when the store business is below set goals	P8. Give team members support and advice when they need it especially during periods of setback and change	None
PC10. Motivate team members to present their own ideas and listen to what they say	P9. Motivate team members to present their own ideas and listen to what they say	None
PC11. Monitor activities and progress across the store team without interfering	P11. Monitor activities and progress across the team without interfering	None
<b>Knowledge &amp; Understanding; Organisational Context</b>	<b>Knowledge &amp; Understanding; Organisational Context</b>	
KA1. Different ways of communicating effectively with members of a store team.	K1. Different ways of communicating effectively with members of a team	None
KA2. How to set store business objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).	K2. How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)	None
KA3. How to plan the achievement of store team objectives and the importance of involving team members in this process	K3. How to plan the achievement of team objectives and the importance of involving team members in this process	None
KA4. The importance of and being able to show store team members how personal work objectives contribute to achievement of team objectives	K4. The importance of and being able to show team members how personal work objectives contribute to achievement of team objectives	None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KA5. That different styles of leadership exist	K5. That different styles of leadership exist	None
KA6. How to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognizing their achievements	K6. How to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognising their achievements	None
KA7. Types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the team, and ways of identifying and overcoming them	K7. Types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the team, and ways of identifying and overcoming them	None
KA8. The importance of encouraging others to take the lead and ways in which this can be achieved	K8. The importance of encouraging others to take the lead and ways in which this can be achieved	None
KA9. The benefits of and how to encourage and recognize creativity and innovation within a team	K9. The benefits of and how to encourage and recognise creativity and innovation within a team	None
<b>Technical Knowledge</b>	<b>Technical Knowledge</b>	
		K10. Legal, regulatory and ethical requirements in the industry/sector
		K11. The members, purpose, objectives and plans of your team
		K12. The personal work objectives of members of your team
		K13. The types of support and advice that team members are likely to need and how to respond to these

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
		K14. Standards of performance for the work of your team

**\*General Note:** In the RASCI NOS, Range statement is not separated out. It is integrated holistically into the PCs and Technical knowledge within the QPs.

**Section II:** Compares the competencies in Indian NOS 'Build and manage store team' (RAS/N0143) with those of UK NOS. 'Build and manage teams' (CFAMLD9)

NOS Mapping Descriptions			
<b>Indian QP Title</b>	Department Manager	<b>UK Qualification</b>	Level 3 Diploma in Retail Skills (Management) (QCF)
<b>Indian QP Code</b>	RAS / Q0106	<b>UK Qualification Code</b>	601/1726/6
<b>Indian NOS Code</b>	RAS/N0143	<b>UK NOS Code</b>	CFAMLD9
<b>Indian NOS</b>	Build and manage store team	<b>UK NOS</b>	Build and manage teams
<b>Scope</b>	<p>This unit covers teams set up for a particular project or to carry out a specific task and also teams that are ongoing. It is equally relevant to cases where the manager has to set up the team from scratch and to those situations where the manager inherits an existing team and needs to help it to function effectively.</p> <ul style="list-style-type: none"> <li>· Build and manage store team</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>· Department Store</li> <li>· Supermarket</li> <li>· Specialty Store</li> <li>· Fresh Food stores</li> <li>· Quick Service Food Stores</li> </ul>	<b>Overview</b>	<p>This unit is about building a team and managing it through its various stages of growth. It covers teams set up for a particular project or to carry out a specific task and also teams that are ongoing. It is equally relevant to cases where the manager has to set up the team from scratch and to those situations where the manager inherits an existing team and needs to help it to function effectively.</p> <p>The unit is recommended for any manager who is required to lead a team.</p> <p>This unit is linked to units:</p>

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

NOS Mapping Descriptions			
Scope		Overview	<p>B5 Provide leadership for your team</p> <p>D1 Develop productive working relationships with colleagues</p> <p>D3 Recruit, select and keep colleagues</p> <p>D8 Help team members address problems affecting their performance</p> <p>D10 Reduce and manage conflict in your team</p> <p>D13 Support individuals to develop and maintain their performance in the overall suite of National Occupational Standards for Management and Leadership.</p>

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

### Competency Mapping:

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
Build and manage store team		
PC1. Clearly articulate the purpose of the store business and the team – what it has to achieve, and why a team rather than an individual approach is required	P1. Clearly articulate the purpose of the team – what it has to achieve, and why a team rather than an individual approach is required	None
PC2. Identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose	P2. Identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose	None
PC3. Identify store team members' expertise, knowledge, skills and attitudes and agree their particular roles within the team	P3. Identify team members' expertise, knowledge, skills and attitudes and agree their particular roles within the team	None
PC4. Use team selection and development processes to develop any expertise, knowledge, skills and attitudes lacking in the team	P4. Use team selection and development processes to develop any expertise, knowledge, skills and attitudes lacking in the team	None
PC5. Agree with team members the behaviours that are likely to help the achievement of the team purpose and those that should be avoided because they are likely to hinder progress	P5. Agree with team members the behaviours that are likely to help the achievement of the team purpose and those that should be avoided because they are likely to hinder progress	None
PC6. Help team members understand their unique contribution to the team and to the store business, the contributions expected of fellow team members and how these complement and support each other	P6. Help team members understand their unique contribution to the team, the contributions expected of fellow team members and how these complement and support each other	None
PC7. Provide opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust	P7. Provide opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust	None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
PC8. Allow time for the team to develop through its stages of growth	P8. Allow time for the team to develop through its stages of growth	None
PC9. Help the team seize opportunities presented by changes in the team composition and support the introduction of new team members	P9. Help the team seize opportunities presented by changes in the team composition and support the introduction of new team members	None
PC10. Encourage team members to share problems with each other and solve these creatively together	P10. Encourage team members to share problems with each other and solve these creatively together	None
PC11. Encourage open communication between team members, including providing feedback designed to enhance the performance of fellow team members and the team as a whole	P11. Encourage open communication between team members, including providing feedback designed to enhance the performance of fellow team members and the team as a whole	None
PC12. Review the performance of the team at appropriate points and evaluate how well its purpose is being achieved	P12. Review the performance of the team at appropriate points and evaluate how well its purpose is being achieved	None
PC13. Celebrate team and individual successes together, and acknowledge when things go wrong, before refocusing the team's energy on achieving its purpose	P13. Celebrate team and individual successes together, and acknowledge when things go wrong, before refocusing the team's energy on achieving its purpose	None
PC14. Disband the team if and when its purpose has been achieved and it is no longer required for other purposes	P14. Disband the team if and when its purpose has been achieved and it is no longer required for other purposes	None
<b>Knowledge &amp; Understanding; Organisational Context</b>	<b>Knowledge &amp; Understanding; Organisational Context</b>	
KA1. The principles of effective communication and how to apply them	K1. The principles of effective communication and how to apply them	None
KA2. How to identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team	K3. How to identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team	None



## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
purpose	purpose	
KA3. The importance of selecting store team members with the required expertise, knowledge and skills and different personalities so they can play complementary roles within the team, and how to do so	K4. The importance of selecting team members with the required expertise, knowledge and skills and different personalities so they can play complementary roles within the team, and how to do so	None
KA4. The importance of agreeing with team members the behaviours that are likely to help achievement of the team purpose and those that are likely to hinder progress and should be avoided	K5. The importance of agreeing with team members the behaviours that are likely to help achievement of the team purpose and those that are likely to hinder progress and should be avoided	None
KA5. How to help team members to understand their unique contribution to the team purpose, the contributions expected of fellow team members and how these complement and support each other	K6. How to help team members to understand their unique contribution to the team purpose, the contributions expected of fellow team members and how these complement and support each other	None
KA6. The importance of providing opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust	K7. The importance of providing opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust	None
KA7. How to encourage team members to get to know each other's strengths and weaknesses and build mutual respect and trust	K8. How to encourage team members to get to know each other's strengths and weaknesses and build mutual respect and trust	None
KA8. The importance of encouraging open communication between team members, and how to do so	K9. The importance of encouraging open communication between team members, and how to do so	None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KA9. How to provide feedback to team members to enhance the performance of fellow team members and the team as a whole	K10. How to provide feedback to team members to enhance the performance of fellow team members and the team as a whole	None
KA10. The importance of allowing time for the team to develop through its stages of growth (forming, storming, norming, performing), and how to do so	K11. The importance of allowing time for the team to develop through its stages of growth (forming, storming, norming, performing), and how to do so	None
KA11. The importance of celebrating team and individual successes together and commiserating together when things go wrong	K12. The importance of celebrating team and individual successes together and commiserating together when things go wrong	None
KA12. Ways of refocusing the team's energy on achieving its purpose	K13. Ways of refocusing the team's energy on achieving its purpose	None
		K2. How to maximise communication when managing remote teams using communications technology (including instant messaging, virtual meetings, conference calls and internet/intranet forums for sharing knowledge)
		K14. Industry/sector requirements for building and managing teams
		K15. The purpose of the team and what has to be achieved
		K16. The required mix of expertise, knowledge and skills to achieve the team purpose

**\*General Note:** In the RASCI NOS, Range statement is not separated out. It is integrated holistically into the PCs and Technical knowledge within the QPs.

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

**Section II:** Compares the competencies in Indian NOS 'Allocate and check work in your team' (RAS/N0131) with those of UK NOS. 'Allocate and check work in your team' (CFAMLD5)

NOS Mapping Descriptions			
<b>Indian QP Title</b>	Department Manager	<b>UK Qualification</b>	Level 3 Diploma in Retail Skills (Management) (QCF)
<b>Indian QP Code</b>	RAS / Q0106	<b>UK Qualification Code</b>	601/1726/6
<b>Indian NOS Code</b>	RAS/N0131	<b>UK NOS Code</b>	CFAMLD5
<b>Indian NOS</b>	Allocate and check work in your team	<b>UK NOS</b>	Allocate and check work in your team
<b>Scope</b>	<p>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.</p> <ul style="list-style-type: none"> <li>· Allocate and check work in your team</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>· Department Store</li> <li>· Supermarket</li> <li>· Specialty Store</li> <li>· Fresh Food stores</li> <li>· Quick Service Food Stores</li> </ul>	<b>Overview</b>	<p>This unit is about ensuring that the work required of your team is effectively and fairly allocated amongst team members. It also 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.</p>

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

### Competency Mapping:

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
Allocate and check work in your team		
PC1. Use information collected on the performance of team members in any formal appraisal of performance.	PC1. Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues	None
PC2. Recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager.	P2. Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources	None
PC3. Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members	P3. 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	None
PC4. Monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively	P4. Brief team members on the work they have been allocated and the standard or level of expected performance	None
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.	P5. 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	None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
PC6. Support team members in identifying and dealing with problems and unforeseen events	P6. Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated	None
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	P7. 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	None
PC8. Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated	P8. Support team members in identifying and dealing with problems and unforeseen events	None
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.	P9. 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	None
PC10. Brief team members on the work they have been allocated and the standard or level of expected performance	P10. Monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively	None
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.	P11. Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members	None
PC12. Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources	P12. Recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager	None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
PC13. Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.	P13. Use information collected on the performance of team members in any formal appraisal of performance	None
<b>Knowledge &amp; Understanding; Organisational Context</b>	<b>Knowledge &amp; Understanding; Organisational Context</b>	
KA1. Different ways of communicating effectively with members of a team.	K1. Different ways of communicating effectively with members of a team	None
KA2. The importance of confirming/clarifying the work required of the team with your manager and how to do this effectively.	K2. The importance of confirming/clarifying the work required of the team with your manager and how to do this effectively	None
KA3. How to plan the work of a team, including how to identify any priorities or critical activities and the available resources.	K3. How to plan the work of a team, including how to identify any priorities or critical activities and the available resources	None
KA4. How to identify sustainable resources and ensure their effective use when planning the work of a team	K4. How to identify sustainable resources and ensure their effective use when planning the work of a team	None
KA5. How to identify and take due account of health and safety issues in the planning, allocation and checking of work.	K5. How to identify and take due account of health and safety issues in the planning, allocation and checking of work	None
KA6. Why it is important to allocate work across the team on a fair basis and how to do so.	K6. Why it is important to allocate work across the team on a fair basis and how to do so	None
KA7. 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.	K7. 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	None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KA8. 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	K8. 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	None
KA9. 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	K9. 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	None
KA10. Effective ways of regularly and fairly checking the progress and quality of the work of team members	K10. Effective ways of regularly and fairly checking the progress and quality of the work of team members	None
KA11. How to provide prompt and constructive feedback to team members	K11. How to provide prompt and constructive feedback to team members	None
KA12. 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.	K12. 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	None
KA13. The additional support and/or resources which team members might require to help them complete their work and how to assist in providing this.	K13. The additional support and/or resources which team members might require to help them complete their work and how to assist in providing	None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
	this	
KA14. 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		None
KA16. 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.		None
KA17. The type of problems and unforeseen events that may occur and how to support team members in dealing with them		None
KA18. How to log information on the ongoing performance of team members and use this information for performance appraisal purposes		None
KB1. How to plan the work of a team, including how to identify any priorities or critical activities and the available resources.	K14. 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	None
KB2. How to identify sustainable resources and ensure their effective use when planning the work of a team.	K15. How to take account of diversity and inclusion issues when supporting and encouraging team members to complete the work they have been allocated	None



## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KB3. How to identify and take due account of health and safety issues in the planning, allocation and checking of work.	K16. 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	None
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.	K17. The type of problems and unforeseen events that may occur and how to support team members in dealing with them	None
KB5. How to log information on the ongoing performance of team members and use this information for performance appraisal purposes.	K18. How to log information on the ongoing performance of team members and use this information for performance appraisal purposes Industry/sector specific knowledge and understanding	None
		K19. Industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work
		K20. Industry/sector requirements for the development or maintenance of knowledge, understanding and skills Context specific knowledge and understanding
		K21. The members, purpose and objectives of your team

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
		K22. The work required of your team
		K23. The available resources for undertaking the required work
		K24. The organisation's written health and safety policy statement and associated information and requirements
		K25. Your team's plan for undertaking the required work
		K26. The skills, knowledge and understanding, experience and workloads of team members
		K27. Your organisation's policy and procedures in terms of personal development
		K28. Reporting lines in the organisation and the limits of your authority
		K29. Organisational standards or levels of expected performance
		K30. Organisational policies and procedures for dealing with poor performance
		K31. Organisational grievance and disciplinary policies and procedures

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
		K32. Organisational performance appraisal systems

**\*General Note:** In the RASCI NOS, Range statement is not separated out. It is integrated holistically into the PCs and Technical knowledge within the QPs.

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

**Section II:** Compares the competencies in Indian NOS 'Develop individual retail service opportunities' (RAS/N0144) with those of UK NOS. 'Promote continuous improvement' (SFJPC2.2)

NOS Mapping Descriptions			
<b>Indian QP Title</b>	Department Manager	<b>UK Qualification</b>	Level 3 Diploma in Retail Skills (Management) (QCF)
<b>Indian QP Code</b>	RAS / Q0106	<b>UK Qualification Code</b>	601/1726/6
<b>Indian NOS Code</b>	RAS/N0144	<b>UK NOS Code</b>	SFJPC2.2
<b>Indian NOS</b>	Develop individual retail service opportunities	<b>UK NOS</b>	Promote continuous improvement
<b>Scope</b>	<p>This unit applies to individuals who needs to understand type of clients which should be meeting, and how to go about meeting them in ways that use ones time effectively and are likely to help the individual to meet sales targets; individual also need to approach potential clients and tailor approach to different people so that he/she can quickly develop a rapport and gain their interest along with gaining their trust in him/her and his/her company by keeping promises and personal information strictly confidential.</p> <ul style="list-style-type: none"> <li>Plans for finding new retail clients</li> <li>Market your service to potential retail clients</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>Department Store</li> <li>Supermarket</li> <li>Specialty Store</li> <li>Fresh Food stores</li> <li>Quick Service Food Stores</li> </ul>	<b>Overview</b>	<p>This unit is part of the Customer Service Theme of Development and Improvement. This Theme covers activities and approaches that play a vital part in customer service by seeking and implementing improvements and developments. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers. This unit covers the key competence of the customer service professional. You must be dedicated to the continuous improvement of customer service and this involves organising changes in the way customer service is delivered over and over again. You need to identify potential</p>

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

NOS Mapping Descriptions			
<b>Scope</b>		<b>Overview</b>	changes, think through their consequences and make them work. Above all, this unit covers the competence of organising and seeing through change that is sustainable and is in the spirit of continuous improvement in customer service.

### Competency Mapping:

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
Plans for finding new retail clients		
PC1. Identify the types of client who would benefit from your service and whose custom would help you achieve your sales target		None
PC2. suggest ideas for building the client base that are suitable for the client profiles and achievable bearing in mind the budget and time available and company image and policy		None
PC3. Follow company policies and procedures for building the client base		None
PC4. Review your progress against your plans at suitable intervals		None
		P1. Gather feedback from customers that will help to identify opportunities for customer service improvement

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
		P2. Analyse and interpret feedback to identify opportunities for customer service improvements and propose changes
		P3. Discuss with others the potential effects of any proposed changes for your customers and your organisation
		P4. Negotiate changes in customer service systems and improvements with somebody with sufficient authority to approve trial or full implementation of the change
PC5. Recognize whether you are achieving the results you need and adjusting your plans when necessary		None
PC6. Give your manager clear and accurate reports of your progress at the agreed times		None
Market your service to potential retail clients	Implement changes in customer service	
PC7. Spot suitable opportunities to approach potential clients		None
PC8. Approach potential clients in a way that projects your company's image effectively and is likely to help create a business relationship		None
PC9. Quickly create a rapport with potential clients		None
PC10. Talk to potential clients in a persuasive way about your services		None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
PC11. Compare your service with competitors' services in ways that make clear the advantages of your service while being honest and fair		None
PC12. Exchange relevant information with potential clients when appropriate		None
PC13. Record client information promptly, accurately and in a way that allows you to use the information effectively		None
PC14. Store and use client information in line with data protection laws and company policy		None
PC15. When it is not possible to keep promises to potential clients, tell them promptly and offer any other suitable information or help		None
		P5. Organise the implementation of authorised changes
		P6. Implement the changes following organisational guidelines
		P7. Inform people inside and outside your organisation who need to know of the changes being made and the reasons for them
		P8. Monitor early reactions to changes and make appropriate fine-tuning adjustments
		P9. Collect and record feedback on the effects of changes

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
		P10. Analyse and interpret feedback and share your findings on the effects of changes with others
		P11. Summarise the advantages and disadvantages of the changes
		P12. Use your analysis and interpretation of changes to identify opportunities for further improvement
		P13. Present these opportunities to somebody with sufficient authority to make them happen
<b>Knowledge &amp; Understanding; Organisational Context</b>	<b>Knowledge &amp; Understanding; Organisational Context</b>	
KA1. Your sales targets and when you should achieve them by		None
KA2. Client profiles relevant to the brands and services you are personally responsible for selling		None
KA3. The number and types of clients you are likely to need in order to meet your sales Targets		None
KA4. Company policies and procedures for developing business relationships with clients		None
KA5. How best to balance your time between finding new clients and selling to existing clients		None
KA6. How often to review your progress in finding new clients		None



## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KA7. How to measure your progress in ways that help you decide if you need to change your approach		None
KA8. When and how you should report your progress to your management		None
KA9. The type of business relationships you need to create with potential clients		None
KA10. The image your company wants to promote to customers		None
KA11. The difference between features and benefits		None
KA12. The features and benefits of the service you provide		None
KA13. How to talk to potential clients in a persuasive way about your service		None
KA14. How to find out about competitors' services		None
KA15. How to compare competitors' services with yours, so that potential clients can understand how using your service would benefit them		None
KA16. How to identify suitable opportunities for approaching potential clients		None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KA17. How to approach potential clients in a way that creates a positive impression of you and your company and is likely to help create a business relationship		None
KA18. How to create a rapport quickly with prospective clients		None
KA19. The information you need to exchange with potential clients		None
KA20. Why you need to keep any promises you make to potential clients, for example sending them information they have asked for		None
KA21. How to record information about potential clients so that you can use it effectively		None
KA22. Why client confidentiality is important to the business relationship		None
KA23. Relevant aspects of the data protection laws and company policy to do with client confidentiality		None
		K1. How service improvements in your area affect the balance between overall customer satisfaction, the costs of providing service and regulatory requirements
		K2. How customer experience is influenced by the way service is delivered
		K3. How to collect, analyse and present customer feedback

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
		K4. How to make a business case to others to bring about change in the products or services you offer

**\*General Note:** In the RASCI NOS, Range statement is not separated out. It is integrated holistically into the PCs and Technical knowledge within the QPs.

**Section II:** Compares the competencies in Indian NOS 'Communicate effectively with stake-holders' (RAS/N0145) with those of UK NOS. 'Develop and sustain productive working relationships with stakeholders' (CFAM&LDD2)

NOS Mapping Descriptions			
<b>Indian QP Title</b>	Department Manager	<b>UK Qualification</b>	Level 3 Diploma in Retail Skills (Management) (QCF)
<b>Indian QP Code</b>	RAS / Q0106	<b>UK Qualification Code</b>	601/1726/6
<b>Indian NOS Code</b>	RAS/N0145	<b>UK NOS Code</b>	CFAM&LDD2
<b>Indian NOS</b>	Communicate effectively with stake-holders	<b>UK NOS</b>	Develop and sustain productive working relationships with stakeholders
<b>Scope</b>	<p>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 &amp; customers using appropriate listening / communication skills and develop and sustain effective working relationships with stake-holders.</p> <ul style="list-style-type: none"> <li>· Handle business communication mediums effectively</li> <li>· Communicate effectively with stake-holders &amp; customers</li> <li>· Develop and sustain effective working</li> </ul>	<b>Overview</b>	<p>This standard is about developing and sustaining productive working relationships with stakeholders. These include colleagues within your own organisation, people within other organisations with which your organisation works and other external stakeholders. This standard is relevant to managers and leaders who work with both internal and external stakeholders. This standard links closely with all the other standards in key</p>

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

<b>Scope</b>	<p>relationships with stake-holders</p> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>· Department Store</li> <li>· Supermarket</li> <li>· Specialty Store</li> <li>· Fresh Food stores</li> <li>· Quick Service Food Stores</li> </ul>	<b>Overview</b>	<p>area DD Build and sustain relationships and also with CFAM&amp;LAA3 Develop and maintain your professional networks</p>
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## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

### Competency Mapping:

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
Handle business communication mediums effectively		None
PC1. Pass on written information only to those people authorised to receive it and within agreed timescales		None
PC2. Keep the information in written documents as required by your organization;		None
PC3. Maintain the communication mediums in line your instructions and organisation's procedures		None
PC4. Make sure the communication equipment you use is working properly, take corrective action as required		None
PC5. Acknowledge incoming communication promptly and clearly, using appropriate terminology		None
PC6. Pass on information to persons who require it within agreed timescales	P6. Provide stakeholders with appropriate information to enable them to perform effectively	None
PC7. Check to ensure that the information you give is understood by the receivers		None
PC8. Take prompt and effective action when there is difficulty in transmission or reception of information		None
		P1. Identify external stakeholders and the nature of their interest in the activities and performance of your organisation

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
		P2. Establish working relationships with relevant internal and external stakeholders
		P3. Recognise and respect the roles, responsibilities, interests and concerns of stakeholders and, particularly in situations of matrix management, their managers' requirements
		P4. Seek to create a climate of trust and mutual respect, particularly where you have no authority, or shared authority, over those you are working with.
		P5. Seek to understand difficult situations and issues from stakeholders' perspectives and provide support, where necessary, to move things forward
		P7. Consult stakeholders in relation to key decisions and activities and take account of their views, including their priorities, expectations and attitudes to potential risks
Communicate effectively with stake-holders & customers		None
PC9. Accurately interpret and act upon instructions that you receive		None
PC10. Make sure you get clarifications when you need to	P12. Seek and provide feedback in order to improve your own and stakeholders' performance	None
PC11. Consult with and help your team members to maximise efficiency in carrying out tasks		None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
PC12. Give instructions to others clearly, at a pace and in a manner that helps them to understand		None
PC13. Listen actively and identify the most important things that customers are saying		None
PC14. Identify the most important things that customers are telling you		None
PC15. Summarize information for customers		None
PC16. Use appropriate body language when communicating with customers		None
PC17. Read your customers' body language to help you understand their feelings and wishes		None
PC18. Deal with customers in a respectful, helpful and professional way at all times		None
PC19. Help to give good customer service by passing messages to colleagues		None
Develop and sustain effective working relationships with stake-holders		
PC20. Understand the roles and responsibilities of the different people you will be working with		None
PC21. Agree and record arrangements for joint working that are appropriate and effective		None
PC22. Agree to the information sharing timing, reasons and confidentiality		None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
PC23. Discuss on how and when the joint work will be monitored and reviewed		None
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	P8. Fulfil agreements made with stakeholders and let them know.	None
PC25. Represent your agency's views and policies in a clear and constructive way		None
PC26. Identify any tensions and issues in the joint working and seek to address them with the people involved	P10. Identify and resolve conflicts of interest and disagreements with stakeholders in ways that minimise damage to work and activities and to the stakeholders involved.	None
PC27. Seek appropriate support when you are having difficulty working effectively with staff in other agencies		None
		P9. Advise stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements
		P11. Monitor and review the effectiveness of working relationships with stakeholders in order to identify areas for improvement
		P13. Monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future and to identify new stakeholders.
<b>Knowledge &amp; Understanding; Organisational Context</b>	<b>Knowledge &amp; Understanding; Organisational Context</b>	



## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KA1. How to make sure information is correct and current	K22. Current and emerging trends and developments in your industry or sector.	None
KA2. The different documents / report formats that you are required to keep		None
KA3. Your organization's procedures and policies for preparing and passing on written information	K9. What information it is appropriate to provide to stakeholders and the factors that need to be taken into consideration	None
KA4. How to make sure your communication equipment is working properly and what to do if it isn't		None
KA5. The limits of your authority and responsibility for passing on information		None
KA6. The regulations or policies that you should follow for using communications systems, including for private use		None
KA7. What to do if there are problems in using communications equipment, and the location of alternatives that you could use		None
KA8. The terminology that you should use in communication mediums (phonetic alphabet, the 24 hour clock, call signs, etc)	K4. Principles of effective communication and how to apply them in order to communicate effectively with stakeholders	None
KA9. Who to ask if you need to clarify something, or ask questions about your work		None
KA10. How to talk and work with others to work efficiently, without adversely affecting your own work; the difference between hearing and listening		None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KA11. How to use and read body language effectively		None
KA12. How to use questions to check that you understand what customers are telling you		None
KA13. How to summarize and speak clearly		None
KA14. The relevant legislation, organizational policies and procedures that apply to joint working		None
KA15. The roles and functions of your stake-holders and their broad structures, methods of communication and decision making processes	K2. Different types of stakeholder and key principles which underpin the 'stakeholder' concept K3. How to identify your organisation's stakeholders, including background information and the nature of their interest in your organisation. K5 Why it is important to recognise and respect the roles, responsibilities, interests and concerns of stakeholders K27 Relevant stakeholders, their work roles and responsibilities	None
KA16. The principles and benefits of joint working between different stakeholders	K1. The benefits of developing productive working relationships with stakeholders	None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KA17. The factors likely to hinder joint working	K14. How to identify disagreements with stakeholders and the techniques for sorting them out K13 How to identify conflicts of interest with stakeholders and the techniques that can be used to manage or remove them. K15 The damage that conflicts of interest and disagreements with stakeholders can cause to individuals and organisations	None
		K6. The importance of creating a climate of trust and mutual respect where you have no authority, or shared authority, over those you are working with
		K7. The importance of understanding difficult situations and issues from other perspectives and providing support, where necessary, to move things forward
		K8. How to identify and meet the information needs of stakeholders
		K10. How to consult with stakeholders in relation to key decisions and activities
		K11. The importance of taking account, and being seen to take account, of the views of stakeholders, particularly in relation to their priorities, expectations and attitudes to potential risks

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
		K12. Why communication with stakeholders on fulfilment of agreements or any problems affecting or preventing fulfilment is important.
		K16. How to recognise and take account of political issues when dealing with stakeholders
		K17. How to manage the expectations of stakeholders
		K18. How to monitor and review the effectiveness of working relationships with stakeholders
		K19. How to get and make effective use of feedback from stakeholders
		K20. How to provide stakeholders with feedback designed to improve their performance
		K21. The importance of monitoring wider developments in relation to stakeholders and how to do so effectively
		K23. Sector-specific legislation, regulations, guidelines and codes of practice
		K24. Standards of behaviour and performance in your industry or sector.
		K25. The culture of your industry or sector
		K26. The vision, values, objectives, plans, structure and culture of your organisation

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
		K28. Identified stakeholders, their background and interests in the activities and performance of the organisation
		K29. Agreements with stakeholders.
		K30. The identified information needs of stakeholders
		K31. Mechanisms for consulting with stakeholders on key decisions and activities
		K32. Your organisation's planning and decision-making processes
		K33. Mechanisms for communicating with stakeholders.
		K34. Power, influence and politics within your organisation
		K35. Standards of behaviour and performance that are expected in your organisation
		K36. Mechanisms in place for monitoring and reviewing the effectiveness of working relationships with stakeholders

**\*General Note:** In the RASCI NOS, Range statement is not separated out. It is integrated holistically into the PCs and Technical knowledge within the QPs.

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

**Section II:** Compares the competencies in Indian NOS 'Help maintain health and safety' (RAS/N0122) with those of UK NOS. 'Assess and control risks to health and safety in a retail environment' (SSR.E306)

NOS Mapping Descriptions			
<b>Indian QP Title</b>	Department Manager	<b>UK Qualification</b>	Level 3 Diploma in Retail Skills (Management) (QCF)
<b>Indian QP Code</b>	RAS / Q0106	<b>UK Qualification Code</b>	601/1726/6
<b>Indian NOS Code</b>	RAS/N0122	<b>UK NOS Code</b>	SSR.E306
<b>Indian NOS</b>	Help maintain health and safety	<b>UK NOS</b>	Assess and control risks to health and safety in a retail environment
<b>Scope</b>	<p>This unit applies to individuals to help maintain healthy and safety in retail operations.</p> <ul style="list-style-type: none"> <li>· Deal with accidents and emergencies</li> <li>· Help to reduce risks to health and safety</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>· Department Store</li> <li>· Supermarket</li> <li>· Specialty Store</li> <li>· Fresh Food stores</li> <li>· Quick Service Food Stores</li> </ul>	<b>Overview</b>	<p>This standard is about checking that your retail unit is a healthy and safe place, by using day-to-day monitoring, specific regular checks and planned assessments. You need to keep written records of the health and safety assessments you carry out. You also need to train staff to help protect health and safety.</p>

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

### Competency Mapping:

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
<b>Help to reduce risks to health and safety</b>		
PC5. Follow the health and safety requirements laid down by your company and by law, and encourage colleagues to do the same.	P4. Check accurately and often enough that staff are using protective equipment according to the instructions they have been given P P5. Regularly and accurately carry out health, safety and maintenance checks in line with legal and company requirements	None
PC6. Promptly take the approved action to deal with risks if you are authorised to do so.	P7. Where assessments identify risks, prioritise these in the order in which they should be dealt with	None
PC7. If you do not have authority to deal with risks, report them promptly to the right person.		None
		P1. Monitor the working area continually to make sure it is clean and free from dangers
		P2. When you cannot control a danger, get advice immediately from the appropriate authority
		P3. Give staff training, instructions and information to allow them to do their work safely
		P6. Carry out assessments which clearly and accurately identify significant dangers

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
		P8. Review and update assessment procedures to take account of changes in factors affecting health and safety
		P9. Record assessments accurately and make the records available to those who need them
<b>Knowledge &amp; Understanding; Organisational Context</b>	<b>Knowledge &amp; Understanding; Organisational Context</b>	
KA1. Company procedures and legal requirements for dealing with accidents and emergencies.	K1. Your rights, duties and responsibilities under current legislation relating to: K1.1 health and safety at work K1.2 managing health and safety at work K1.3 reporting injuries, diseases and dangerous occurrences K1.4 substances that can endanger health K1.5 first aid K1.6 fire precautions	None
KA2. Reporting accidents and emergencies promotes health and safety.	K1. Your rights, duties and responsibilities under current legislation relating to: K1.1 health and safety at work K1.2 managing health and safety at work K1.3 reporting injuries, diseases and dangerous occurrences K1.4 substances that can endanger health K1.5 first aid K1.6 fire precautions K7. Why you need to assess risks and how to do this K8 how to communicate effectively to control risks	None
KA3. Legal and company requirements for reporting accidents and emergencies.	K1. Your rights, duties and responsibilities under current legislation relating to: K1.1 health and safety at work K1.2	None



## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KA4. Company procedures for evacuation, including how the alarm is raised and where emergency exits and assembly points are.	managing health and safety at work K1.3 reporting injuries, diseases and dangerous occurrences K1.4 substances that can endanger health K1.5 first aid K1.6 fire precautions	
KA5. Health and safety requirements laid down by your company and by law.	K1. Your rights, duties and responsibilities under current legislation relating to: K1.1 health and safety at work K1.2 managing health and safety at work K1.3 reporting injuries, diseases and dangerous occurrences K1.4 substances that can endanger health K1.5 first aid K1.6 fire precautions K2. The company's procedures for managing health and safety incidents, including the type and frequency of safety checks to be carried out	None
KA6. Setting a good example contributing to health and safety in the workplace.		None
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.	K4. Who to report assessment results and risks to	None
KA8. Approved procedures for dealing with health and safety risks.		
KA9. Finding instructions for using equipment and materials.	K3. Where to get information and advice about health and safety laws, policy and procedures K5. What safety equipment and protective clothing is available and the instructions for using this	None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KB3. Using machinery and escape methods to have minimal loss to material and life.		None
		K6. How to identify and control different dangers
<b>Technical Knowledge</b>	<b>Technical Knowledge</b>	
KB1. Techniques for speaking and behaving in a calm way while dealing with accidents and emergencies		None
KB2. Emergency response techniques.		None
KB3. Using machinery and escape methods to have minimal loss to material and life.		None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

**Section II:** Compares the competencies in Indian NOS 'Help maintain health and safety' (RAS/N0122) with those of UK NOS. 'Put accident and emergency procedures into practice in a retail environment' (SSR.E307)

NOS Mapping Descriptions			
<b>Indian QP Title</b>	Department Manager	<b>UK Qualification</b>	Level 3 Diploma in Retail Skills (Management) (QCF)
<b>Indian QP Code</b>	RAS / Q0106	<b>UK Qualification Code</b>	601/1726/6
<b>Indian NOS Code</b>	RAS/N0122	<b>UK NOS Code</b>	SSR.E307
<b>Indian NOS</b>	Help maintain health and safety	<b>UK NOS</b>	Put accident and emergency procedures into practice in a retail environment
<b>Scope</b>	<p>This unit applies to individuals to help maintain healthy and safety in retail operations.</p> <ul style="list-style-type: none"> <li>· Deal with accidents and emergencies</li> <li>· Help to reduce risks to health and safety</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>· Department Store</li> <li>· Supermarket</li> <li>· Specialty Store</li> <li>· Fresh Food stores</li> <li>· Quick Service Food Stores</li> </ul>	<b>Overview</b>	<p>This standard is about taking charge of accidents and emergencies. This includes contacting the emergency services, setting off alarms, beginning and supervising evacuation, and reducing further injury or damage as far as possible until specialist help arrives.</p>

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

### Competency Mapping:

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
Deal with accidents and emergencies		
PC1. Follow company procedures and legal requirements for dealing with accidents and emergencies.	<p>P1. Act promptly and in line with company procedures to prevent injury and damage and to contain potential unsafe situations in the work area</p> <p>P2. Immediately contact the people and services responsible for managing accidents and emergencies</p> <p>P3. Use safety equipment in line with the manufacturer's guidelines</p>	None
PC2. Speak and behave in a calm way while dealing with accidents and emergencies.	<p>P1. Act promptly and in line with company procedures to prevent injury and damage and to contain potential unsafe situations in the work area</p> <p>P2. Immediately contact the people and services responsible for managing accidents and emergencies</p> <p>P3. Use safety equipment in line with the manufacturer's guidelines</p>	None
PC3. Report accidents and emergencies promptly, accurately and to the right person.	P2. Immediately contact the people and services responsible for managing accidents and emergencies	None
PC4. Recognise when evacuation procedures have been started and following company procedures for evacuation.	P4. When you evacuate the building make sure that staff and customers leave immediately using approved escape routes, and that officials responding to requests for help are given access	None
Help to reduce risks to health and safety		

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
PC7. If you do not have authority to deal with risks, report them promptly to the right person.		None
PC8. Use equipment and materials in line with the manufacturer's instructions.	P3. Use safety equipment in line with the manufacturer's guidelines	None
		P5. Identify threatening and violent behaviour, and act promptly to protect staff and customers and to isolate anyone acting violently or making threats
<b>Knowledge &amp; Understanding; Organisational Context</b>	<b>Knowledge &amp; Understanding; Organisational Context</b>	
KA6. Setting a good example contributing to health and safety in the workplace.		None
KA8. Approved procedures for dealing with health and safety risks.		None
KB1. Techniques for speaking and behaving in a calm way while dealing with accidents and emergencies.	K2. Different methods of containing and controlling threatening and violent behaviour and how to decide which method to use K3. Who is responsible for protecting your retail unit, controlling dangers and managing incidents, and how to contact them	None
KB2. Emergency response techniques.	K4. How to set the alarm systems off K5. Your responsibilities when the workplace needs to be evacuated K6. The escape routes from your retail unit and how to access them safely	None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KB3. Using machinery and escape methods to have minimal loss to material and life.		None
		K3. Who is responsible for protecting your retail unit, controlling dangers and managing incidents, and how to contact them
<b>Technical Knowledge</b>	<b>Technical Knowledge</b>	
KB1. Techniques for speaking and behaving in a calm way while dealing with accidents and emergencies		None
KB2. Emergency response techniques.		None
KB3. Using machinery and escape methods to have minimal loss to material and life.		None

**\*General Note:** In the RASCI NOS, Range statement is not separated out. It is integrated holistically into the PCs and Technical knowledge within the QPs.

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

**Section II:** Compares the competencies in Indian NOS 'Work effectively in a retail team' (RAS/N0137) with those of UK NOS. 'Support effective team working in a retail environment' (SSR.E335)

NOS Mapping Descriptions			
<b>Indian QP Title</b>	Department Manager	<b>UK Qualification</b>	Level 3 Diploma in Retail Skills (Management) (QCF)
<b>Indian QP Code</b>	RAS / Q0106	<b>UK Qualification Code</b>	601/1726/6
<b>Indian NOS Code</b>	RAS/N0137	<b>UK NOS Code</b>	SSR.E335
<b>Indian NOS</b>	Work effectively in a retail team	<b>UK NOS</b>	Support effective team working in a retail environment
<b>Scope</b>	<p>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:</p> <ul style="list-style-type: none"> <li>Interaction with team members</li> <li>Cooperation with other teams</li> <li>Supporting and guiding team activities</li> </ul> <p>The role may be performed in a range of Retail Environments such as:</p> <ul style="list-style-type: none"> <li>Department Store</li> <li>Supermarket</li> <li>Specialty Store</li> <li>Fresh Food stores</li> <li>Quick Service Food Stores</li> <li>Distribution Centre</li> <li>Shopping Mall</li> </ul>	<b>Overview</b>	<p>This standard is about working with colleagues to achieve results together. It is about supporting your team's efforts by sharing the workload fairly, making realistic commitments and doing your best to keep them, and contributing to team morale and good working relations.</p>

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

### Competency Mapping:

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
Support the work team		
PC1. Display courteous and helpful behaviour at all times.	P5. Encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect	None
PC2. Take opportunities to enhance the level of assistance offered to colleagues. .	P1. Share work fairly with colleagues, taking account of your own and others' preferences, skills and time available	None
PC3. Meet all reasonable requests for assistance within acceptable workplace timeframes.	P2. Make realistic commitments to colleagues and do what you have promised you will do	None
		P3. Let colleagues know promptly if you will not be able to do what you have promised and suggest suitable alternatives
PC4. Complete allocated tasks as required.		None
PC5. Seek assistance when difficulties arise.	P4. Encourage and support colleagues when working conditions are difficult	None
		P6. Follow the company's health and safety procedures as you work
PC7. Identify and display a non-discriminatory attitude in all contacts with customers and other staff members		None
Maintain personal presentation		
PC8. Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact.		None



## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
PC9. Follow personal hygiene procedures according to organisational policy and relevant legislation.		None
Develop effective work relationships		
PC10. Interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task.		None
PC11. Interpret, confirm and act on legal requirements in regard to antidiscrimination, sexual harassment and bullying.		None
PC12. Ask questions to seek and clarify workplace information.		None
PC13. Plan and organise daily work routine within the scope of the job role.		None
PC14. Prioritise and complete tasks according to required timeframes.		None
PC15. Identify work and personal priorities and achieve a balance between competing priorities.		None
<b>Knowledge &amp; Understanding; Organisational Context</b>	<b>Knowledge &amp; Understanding; Organisational Context</b>	
KA1. The policies and procedures relating to the job role.	K1. Your team's purpose, aims and targets	None
	K2. Your responsibility for contributing to the team's success	
	K3. Your colleagues' roles and main responsibilities	
KA2. The value system of the organisation.		None
KA3. Employee rights and obligations.	K1 your team's purpose, aims and targets	None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
	K2 your responsibility for contributing to the team's success	
	K3 your colleagues' roles and main responsibilities	
KA4. The reporting hierarchy and escalation matrix.		None
<b>Technical Knowledge</b>	<b>Technical Knowledge</b>	
KB1. Ask questions to identify and confirm requirements.		None
KB2. Follow routine instructions through clear and direct communication.		None
KB3. Use language and concepts appropriate to cultural differences.		None
KB4. Use and interpret non-verbal communication.		None
KB5. The scope of information or materials required within the parameters of the job role.		None
KB6. Consequences of poor team participation on job outcomes.	K4. The importance of sharing work fairly with colleagues	None
	K8. 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	
	K9. The importance of good working relations, and techniques for removing tension between colleagues	
KB7. Work health and safety requirements.	K10. The importance of following the company's policies and procedures for health and safety, including setting a good example to colleagues	None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
		K5. The factors that can affect your own and colleagues' willingness to carry out work, including skills and existing workload
		K6. The importance of being a reliable team member
		K7. The 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

**\*General Note:** In the RASCI NOS, Range statement is not separated out. It is integrated holistically into the PCs and Technical knowledge within the QPs.

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

**Section II:** Compares the competencies in Indian NOS 'Work effectively in your organisation' (RAS/N0138) with those of UK NOS. 'Work effectively in your retail team' (SSR.E335)

NOS Mapping Descriptions			
<b>Indian QP Title</b>	Department Manager	<b>UK Qualification</b>	Level 3 Diploma in Retail Skills (Management) (QCF)
<b>Indian QP Code</b>	RAS / Q0106	<b>UK Qualification Code</b>	601/1726/6
<b>Indian NOS Code</b>	RAS/N0138	<b>UK NOS Code</b>	SSR.E335
<b>Indian NOS</b>	Work effectively in your organisation	<b>UK NOS</b>	Work effectively in your retail team
<b>Scope</b>	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	<b>Overview</b>	This standard is about working with your team mates to achieve results together. It is about managing your time effectively and getting along with your team mates.

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

### Competency Mapping:

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
Support effective team working		
PC1. Share work fairly with colleagues, taking account of your own and others' preferences, skills and time available.		None
PC2. Make realistic commitments to colleagues and do what you have promised you will do. .	P2. Respond willingly and promptly to colleagues' requests for help and information when your workload allows and without taking on more responsibility than you are authorised to do P3 offer help to your colleagues when your workload allows and without taking on more responsibility than you are authorised to do	None
PC3. Let colleagues know promptly if you will not be able to do what you have promised and suggest suitable alternatives.		None
PC4. Encourage and support colleagues when working conditions are difficult.		None
PC5. Encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect.	P4. Discuss and sort out difficulties in working together in a polite and constructive way	None
		P1. Ask colleagues promptly and politely for the help and information you need to do your work

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
		P5. Ask a suitable person for advice about any problems in working with colleagues that you can't resolve yourself
PC6. Follow the company's health and safety procedures as you work		None
Help plan and organise own learning		
PC7. Discuss and agree with the right people goals that are relevant, realistic and clear.		None
PC8. Identify the knowledge and skills you will need to achieve your goals.		None
PC9. Agree action points and deadlines that are realistic, taking account of your past learning experiences and the time and resources available for learning.		None
PC10. Regularly check your progress and, when necessary, change the way you work.		None
PC11. Ask for feedback on your progress from those in a position to give it, and use their feedback to improve your performance.		None
<b>Help others learn</b>		
PC12. Encourage colleagues to ask you for work-related information or advice that you are likely to be able to provide.		None
PC13. Notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice.		None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
PC14. Give clear, accurate and relevant information and advice relating to tasks and procedures.		None
PC15. Explain and demonstrate procedures clearly, accurately and in a logical sequence.		None
PC16. Encourage colleagues to ask questions if they don't understand the information and advice you give them.		None
PC17. Give colleagues opportunities to practise new skills, and give constructive feedback.		None
PC18. Check that health, safety and security are not compromised when you are helping others to learn.		None
<b>Knowledge &amp; Understanding; Organisational Context</b>	<b>Knowledge &amp; Understanding; Organisational Context</b>	
KA1. Team's purpose, aims and targets.		None
KA2. Responsibility for contributing to the team's success.		None
KA3. Colleagues' roles and main responsibilities.		None
KA4. The importance of sharing work fairly with colleagues.		None
KA5. Factors that can affect your own and colleagues' willingness to carry out work, including skills and existing workload.		None
KA6. The importance of being a reliable team member.		None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
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.		None
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.		None
KA9. The importance of good working relations, and techniques for removing tension between colleagues.	K6. How to refuse requests for help, when necessary, in ways that show respect for the other person and maintain good working relationships K7 how to let colleagues know when their behaviour is bothering you, in ways that encourage constructive discussion K8 how to encourage constructive discussion when colleagues are upset with you	None
KA10. The importance of following the company's policies and procedures for health and safety, including setting a good example to colleagues.	K1. How to keep track of how much work you have to do and how long it is likely to take	None
KA11. Who can help you set goals, help you plan your learning, and give you feedback about your progress.	K2. Why you should ask for help and information from colleagues when you need it	None



## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
		K3. How to ask for help in ways that make your needs clear while respecting the other person's needs and priorities
		K4. Why you should offer help to colleagues and respond positively to requests for help, whenever possible
		K5. Why you need to balance being helpful to colleagues with completing your own work
		K9. Who to approach for advice and help if you are experiencing difficulties in working with colleagues
		K10. How the law and your organisation define discrimination, bullying and harassment
		K11. Company procedures for dealing with discrimination, bullying and harassment
KA12. Identifying the knowledge and skills you will need to achieve your goals.		None
KA13. Checking your progress.		None
KA14. Adjusting plans as needed to meet goals.		None
KA15. Asking for feedback on progress		None
KA16. Responding positively		None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KA17. Helping others to learn in the workplace.		None
KA18. Working out what skills and knowledge you can usefully share with others.		None
KA19. Health, safety and security risks that are likely to arise when people are learning on the job, and how to reduce these risks		K12. Why you must always follow instructions for safeguarding health and safety as you work

**\*General Note:** In the RASCI NOS, Range statement is not separated out. It is integrated holistically into the PCs and Technical knowledge within the QPs.

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

**Section II:** Compares the competencies in Indian NOS 'Manage a budget' (RAS/N0151) with those of UK NOS. 'Manage a budget' (CFAMLE1)

NOS Mapping Descriptions			
<b>Indian QP Title</b>	Department Manager	<b>UK Qualification</b>	Level 3 Diploma in Retail Skills (Management) (QCF)
<b>Indian QP Code</b>	RAS / Q0106	<b>UK Qualification Code</b>	601/1726/6
<b>Indian NOS Code</b>	RAS/N0151	<b>UK NOS Code</b>	CFAMLE1
<b>Indian NOS</b>	Manage a budget	<b>UK NOS</b>	Manage a budget
<b>Scope</b>	<p>This unit applies to individuals having ownership of and being responsible for a budget for a defined area or activity of work which involves preparing, submitting and agreeing a budget for a set operating period and monitoring actual performance against the agreed budget and taking necessary action in response to identified variances and any unforeseen developments.</p> <ul style="list-style-type: none"> <li>· Manage a budget</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>· Department Store</li> <li>· Supermarket</li> <li>· Specialty Store</li> <li>· Fresh Food stores</li> <li>· Quick Service Food Stores</li> </ul>	<b>Overview</b>	<p>This unit is about having ownership of and being responsible for a budget for a defined area or activity of work. It initially involves preparing, submitting and agreeing a budget for a set operating period. It also involves monitoring actual performance against the agreed budget and taking necessary action in response to identified variances and any unforeseen developments.</p> <p>The unit is recommended for first line managers.</p> <p>This unit is linked to units:</p> <ul style="list-style-type: none"> <li>D6 Allocate and monitor the progress and quality of work in your area of responsibility.</li> <li>E2 Manage finance for your area of responsibility.</li> <li>E8 Manage physical resources.</li> <li>F4 Develop and</li> </ul>

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

NOS Mapping Descriptions			
<b>Scope</b>		<b>Overview</b>	implement marketing plans for your area of responsibility in the overall suite of National Occupational Standards for Management and Leadership

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

### Competency Mapping:

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
PC1. Evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work.	P1. Evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work	None
PC2. Submit the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process	P2. Submit the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process	None
PC3. Discuss and, if appropriate, negotiate the proposed budget with the relevant people in the organisation and agree the final budget	P3. Discuss and, if appropriate, negotiate the proposed budget with the relevant people in the organisation and agree the final budget	None
PC4. Use the agreed budget to actively monitor and control performance for the respective area or activity of work.	P4. Use the agreed budget to actively monitor and control performance for the respective area or activity of work	None
PC5. Identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required	P5. Identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required	None
PC6. Propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation	P6. Propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation	None
PC7. Provide ongoing information on performance against the budget to relevant people in your organisation	P7. Provide ongoing information on performance against the budget to relevant people in your organisation	None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
PC8. Advise the relevant people as soon as possible if you have identified evidence of potentially fraudulent activities	P8. Advise the relevant people as soon as possible if you have identified evidence of potentially fraudulent activities	None
PC9. Gather information from implementation of the budget to assist in the preparation of future budgets	P9. Gather information from implementation of the budget to assist in the preparation of future budgets	None
<b>Knowledge &amp; Understanding; Organisational Context</b>	<b>Knowledge &amp; Understanding; Organisational Context</b>	
KA1. The purposes of budgetary systems	K1. The purposes of budgetary systems	None
KA2. The importance of spending time on and consulting with others in preparing a budget	K3. The importance of spending time on and consulting with others in preparing a budget	None
KA3. The importance of agreeing revisions to the budget and communicating the changes	K9. The importance of agreeing revisions to the budget and communicating the changes	None
KA4. The importance of providing regular information on performance against the budget to other people	K10. The importance of providing regular information on performance against the budget to other people	None
KA5. Types of fraudulent activities	K11. Types of fraudulent activities and how to identify them	None
KA6. The importance of using the implementation of the budget to identify information and lessons for the preparation of future budgets	K12. The importance of using the implementation of the budget to identify information and lessons for the preparation of future budgets	None
KA7. Factors, processes and trends those are likely to affect the setting of budgets in your industry/sector	K13. Factors, processes and trends that are likely to affect the setting of budgets in your industry/sector	None
KA8. The area or activity that the budget is for.	K14. The area or activity that the budget is for	None
KA9. The vision, objectives and operational plans for your area of responsibility.	K15. The vision, objectives and operational plans for your area of responsibility	None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KA10. The budgeting period(s) used in your organisation	K16. The budgeting period(s) used in your organisation	None
KA11. Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets	K17. Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets	None
KA12. The limits of your authority	K19. The limits of your authority	None
KA13. Who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format	K20. Who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format	None
KA14. What to do and who to contact if you suspect fraud has been committed	K21. What to do and who to contact if you suspect fraud has been committed	None
KB1. Where to get and how to evaluate the available information in order to be able to prepare a realistic budget	K2. Where to get and how to evaluate the available information in order to be able to prepare a realistic budget	None
KB2. How to discuss, negotiate and confirm a budget with people who control the finance and the key factors that should be covered	K4. How to discuss, negotiate and confirm a budget with people who control the finance and the key factors that should be covered	None
KB3. How to use a budget to actively monitor and control performance for a defined area or activity of work	K5. How to use a budget to actively monitor and control performance for a defined area or activity of work	None
KB4. The main causes of variances and how to identify them.	K6. The main causes of variances and how to identify them	None
KB5. What different types of corrective action which could be taken to address identified variances	K7. What different types of corrective action which could be taken to address identified variances	None

## TRANSNATIONAL SKILLSTANDARDS FOR RETAIL INDUSTRY

Performance Criteria - Indian NOS	Performance Criteria - UK NOS	Gaps in Indian NOS
KB6. How unforeseen developments can affect a budget and how to deal with them	K8. How unforeseen developments can affect a budget and how to deal with them	None
KB7. How to identify types of fraudulent activities		None
KB8. The agreed budget, how it can be used and how much it can be changed without approval	K18. The agreed budget, how it can be used and how much it can be changed without approval	None

**\*General Note:** In the RASCI NOS, Range statement is not separated out. It is integrated holistically into the PCs and Technical knowledge within the QPs.