

Model Curriculum

Retail Trainee Associate

SECTOR: RETAIL
SUB-SECTOR: RETAIL OPERATIONS
OCCUPATION: STORE OPERATIONS
REF. ID: PWD/RAS/Q0103 VERSION 2.0
NSQF LEVEL: 3

Model Curriculum Aligned

for

Persons with Locomotor Disability

E001



Certificate

CURRICULUM COMPLIANCE TO QUALIFICATION PACK- NATIONAL OCCUPATIONAL STANDARDS

is hereby issued by the

SKILL COUNCIL FOR PERSONS WITH DISABILITY (SCPwD)

for

MODEL CURRICULUM – ALIGNED FOR PERSONS WITH DISABILITY

Complying to National Occupational Standards of Job Role/ Qualification Pack:

'Retail Trainee Associate' QP No. ' PWD/RAS/Q0103 NSQF Level 3'

Expository and Code: **Locomotor Disability (E001, Version 1.0)**

Date of Issuance: March 10, 2022
Valid up to*: March 10, 2024

*Valid up to the next review date of the Qualification Pack or the
'Valid up to' date mentioned above ,whichever is earlier



Authorized Signatory
(Skill Council for Persons with Disability)

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Retail Trainee Associate

Curriculum / Syllabus

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

Program Name	Retail Trainee Associate		
Qualification Pack Name & Reference ID.	Retail Trainee Associate PWD/RAS/Q0103 VERSION 2.0		
Version No.	2.0	Version Update Date	28/04/2022
Pre-requisites to Training	<p>Ability to Read and Write with 5 years of Experience or 5th Class Pass with 3 year of Experience or 8th class pass with 1 year Experience or 8th class Pass +ITI or 8th Class Pass pursuing continuous regular schooling or 10th Class Pass with no experience or Previous relevant Qualification of NSQF Level 2 with 1 year experience. Min. Age: 18 Years *For 5th class with No experience- OJT/internship of 12 months * For 8th class pass with no experience –OJT/internship of 4 months</p>		
Training Outcomes	<p>After completing this programme, participants will be able to:</p> <ul style="list-style-type: none"> • Display stock to promote sales • Plan and prepare visual merchandising displays • Dress visual merchandising displays • Dismantle and store visual merchandising displays • Prepare products for sale • Promote loyalty schemes to customers • Keep the store secure • Maintain health and safety • Keep the store clean and hygienic • Provide information and advice to customers • Create a positive image of self & organisation in the customer's mind • Work effectively in a retail team 		

This course encompasses 12 out of 12 Compulsory NOS (National Occupational Standards) of “Retail Trainee Associate” Qualification Pack issued by “Handicrafts and Retailers Association's Skill Council. The Curriculum is Aligned by “Skill Council for Persons with Disability” for Persons with Locomotor Disability”.

Sr. No.	Module	Key Learning Outcomes	Equipment Required	Disability-wise Training Tools with reference to Expository for each NOS
1	<p>To display stock to promote sales</p> <p>Theory Duration (hh:mm) 14:00</p> <p>Practical Duration (hh:mm) 14:00</p> <p>Corresponding NOS Code RAS/N0105</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> Identify the need for the display in relation to stock, space, position of the display and dates. Check that the display area is the right size and report any concerns promptly. Gather the materials, equipment and stock he/she need for the display and check that they are clean, safe and in good working order. Follow company procedures for clearing, cleaning and preparing the display area before use. Set up and dismantle the display safely, in line with plans and within the time allowed. Check that the display is clean, tidy and safe for use. Check that the display has the required levels of stock. Clean and store equipment and excess materials; get rid of waste safely, correctly and promptly. Check requirements for labelling stock. Check whether the information on the label is clear, accurate and legal before starting to label stock. Report promptly any information on labels that may need change. Attach the right labels to the right products. Position labels so that they are securely fastened and customers can see them clearly. Complete labelling within the time allowed. <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> Setting up displays as per the health, safety and environmental standards. 	<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almira, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangles, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers</p>	<p>Any of the following tools may be used:</p> <ul style="list-style-type: none"> Computer Sticky Keys Foot Pedals Access Switches Wheel Chair Walker One-Handed Keyboard Pencil Gripper Automatic Page Turner Grab Bars Speech to Text software

Sr. No.	Module	Key Learning Outcomes	Equipment Required	Disability-wise Training Tools with reference to Expository for each NOS
		<ul style="list-style-type: none"> Following store procedures for display requirements for stock, space, position of the display & dates. Meeting Legal or Statutory requirements. Cleaning and storing materials and equipment used in displays and getting rid of waste safely. Using labelling materials and equipment efficiently and effectively 		
2	<p>To plan and prepare visual merchandising displays</p> <p>Theory Duration (hh:mm) 14:00</p> <p>Practical Duration (hh:mm) 14:00</p> <p>Corresponding NOS Code RAS / N0106</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> Identify the purpose, content and style of the display. Identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it. Evaluate whether the place to put the display is likely to fulfil the design brief. Create new and effective ways of improving the visual effect, within his/her limits of design brief, company's visual design policies and authority. Confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention. Identify other merchandise and props when those originally specified are not available or not suitable, and agree the selections with the right person. Verify arrangements for delivery of merchandise & props with the right people, allowing enough time for deliveries to arrive before display must be installed. Check the progress of deliveries and take suitable action if delays seem likely. Update stock records to account for merchandise on display. <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> Role of displays in marketing, 	<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almira, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Full/Half Bust, Danglers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers</p>	<p>Any of the following tools may be used:</p> <ul style="list-style-type: none"> Computer Sticky Keys Foot Pedals Access Switches Wheel Chair Walker One-Handed Keyboard Pencil Gripper Automatic Page Turner Grab Bars Speech to Text software

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		<p>promotional and sales campaigns and activities.</p> <ul style="list-style-type: none"> Importance and content of the design brief. The design brief to identify what you need for the display. The company policies for visual design. The role of displays in marketing, promotional and sales campaigns and activities. Using the design brief to identify what you need for the display. Merchandiser or buyer who needs to be consulted about merchandise and props. Arranging delivery of merchandise and monitor the progress of deliveries. Updating stock records to account for merchandise on display. Different approaches to designing displays for different types of merchandise, and why these are effective. Evaluating the potential places to put the display as per the design brief. Light, colour, texture, shape and dimension combined to achieve the effects. Assessing the potential of places for displays to meet the design brief. 		
3	<p>To dress visual merchandising displays</p> <p>Theory Duration (hh:mm) 14:00</p> <p>Practical Duration (hh:mm) 14:00</p> <p>Corresponding NOS Code</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> Use the design brief to identify the focal points of the display. Choose shapes, colours and groupings that are suited to the purpose and style of the display. Create displays that achieve the required visual effect and are consistent with the company's visual design policy. Position merchandise, graphics and signs in ways that promote sales. Check that lighting is installed in line with the design brief. Check that the finished display meets health and safety guidelines and legal 	<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products</p>	<p>Any of the following tools may be used:</p> <ul style="list-style-type: none"> Computer Sticky Keys Foot Pedals Access Switches Wheel Chair Walker One-Handed Keyboard Pencil Gripper Automatic Page Turner Grab Bars

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	RAS / N0107	<p>requirements.</p> <ul style="list-style-type: none"> Position merchandise, graphics & signs according to guidelines & in ways that attract attention & interest of customers & give customers information they need. Group merchandise appropriately for the purpose & style of display, the selling features of merchandise & the visual effect needed under the design brief. Make sure that lighting is installed in line with lighting requirements. Check that all the parts of the display are suitable for the purpose of the display and meet requirements. Check that the display meets requirements for easy access, safety and security. Identify safety and security risks to the display and choose suitable ways of reducing risks. Consider how the display looks from all the directions from which customers will approach it. Encourage colleagues to provide constructive comments about the display. Promptly make any adjustments that he/she is authorised to make and that are needed to achieve the visual effect and to make the display safe and secure. Regularly check the display's visual effect. Promptly report to the right person any problems and risks that he/she is not responsible for sorting out himself/herself. <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> Creating and using focal points within a display. Putting together merchandising displays for use inside the store. Dressing mannequins, busts and other props. Displaying different types of 	<p>(Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POSDisplay (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers</p>	<p>Speech to Text software</p>

Sr. No.	Module	Key Learning Outcomes	Equipment Required	Disability-wise Training Tools with reference to Expository for each NOS
		merchandise. <ul style="list-style-type: none"> • Choosing a suitable type of grouping. • Using different types, directions and levels of light to create atmosphere. • Achieving add-on sales and why this is important. • Installing creative displays and awareness of trends. • Different approaches to displaying merchandise and choosing the best approach. • Props, prototypes, dressings and fixtures creating visual effects. • Health and safety guidelines for displays. • Identifying the selling features of merchandise to be used in displays. • Lighting window displays and who in yourstore is responsible for installing lighting. • The legal requirements which apply to pricing and ticketing. • The company's visual design and merchandising policies. • Reporting arrangements for sorting out problems and reducing risks. • Evaluating the visual effect of displays. • Making adjustments and improvements to displays. • Using scale when creating visual effects. • Dressing techniques for different types of merchandise. • Different purposes of displays and their use in visual merchandising. • Choosing and combining dimension, shape, colour, texture and lighting to create the visual effect you need from a display 		
4	To dismantle and store visual merchandising displays	The learners should be able to: <ul style="list-style-type: none"> • Dismantle displays safely. • Protect the parts of the display from being damaged during dismantling. • Return the parts of the display to the appropriate places promptly and, if needed, in a saleable condition. • Get rid of unwanted materials safely and 	Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale	Any of the following tools may be used: <ul style="list-style-type: none"> • Computer • Sticky Keys • Foot Pedals • Access Switches • Wheel Chair

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	<p>Theory Duration (hh:mm) 13:00</p> <p>Practical Duration (hh:mm) 23:00</p> <p>Corresponding NOS Code RAS/N0108</p>	<p>keep accurate records of this if needed.</p> <ul style="list-style-type: none"> Clean display sites and parts using safe and approved cleaning materials and equipment Work out accurately the storage space required. Identify the protective packaging he/she needs and the security measures that need to be in place. Store items in suitable places and with clear and accurate labels. Keep accurate and up-to-date records of items in storage. Identify damaged items, missing items and dangers and risks to health and safety, and report these promptly to the right person. Check that storage facilities and items in storage are clean, safe, secure and accessible only to those with a right to them <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> Dismantling displays safely. Protecting the parts of displays from being damaged during dismantling. Identifying unwanted materials and how to get rid of them safely. Where to return the parts of display to. Identifying safe and approved cleaning materials and equipment to use. Working out the storage space needed. Identifying requirements for protective packaging and security measures. Labelling items accurately. Keeping records of items and where to store them. Items that need to be stored. Dangers and risks to health, safety and security in relation to storage facilities and stored items. Reporting dangers and risks to the concerned. Techniques for cleaning display sites 	<p>(POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with add-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangles, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers</p>	<ul style="list-style-type: none"> Walker One-Handed Keyboard Pencil Gripper Automatic Page Turner Grab Bars <p>Speech to Text software</p>

Sr. No.	Module	Key Learning Outcomes	Equipment Required	Disability-wise Training Tools with reference to Expository for each NOS
		andparts safely and thoroughly. <ul style="list-style-type: none"> • Checking the condition of items. • Dealing with items that need repair. • Store items securely. 		
5	To prepare products for sale Theory Duration (hh:mm) 24:00 Practical Duration (hh:mm) 14:00 Corresponding NOS Code RAS/N0109	The learners should be able to: <ul style="list-style-type: none"> • Check that all expected items and parts of the product are in the package. • Remove all unwanted packaging and safely get rid of waste. • Gather the tools he/she needs for putting products together. • Use safe work methods and follow manufacturers' instructions when putting products together. • Check that products have been assembled correctly and can be used safely. • Ask the right person for help when products are proving difficult to put together. • Check regularly that products on display are in a satisfactory condition. • Promptly remove damaged products from display and follow company procedures for dealing with them. The learners should be able to apply knowledge of: <ul style="list-style-type: none"> • Products he/she is responsible for preparing for sale. • Where to put products together and where to put them once they are assembled. • Working safely when putting products together for sale. • Checking that products have been correctly put together and are safe to display. • Whom to approach for help when products are proving difficult to put together. • Company quality standards for products on display. • Checking the condition of products on display. • Dealing with products that are damaged. 	Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer/Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers	Any of the following tools may be used: <ul style="list-style-type: none"> • Computer • Sticky Keys • Foot Pedals • Access Switches • Wheel Chair • Walker • One-Handed Keyboard • Pencil Gripper • Automatic Page Turner • Grab Bars • Speech to Text software

Sr. No.	Module	Key Learning Outcomes	Equipment Required	Disability-wise Training Tools with reference to Expository for each NOS
		<ul style="list-style-type: none"> Tools to be used to put products together. Getting rid of unwanted packaging and waste. 		
6	<p>To promote loyalty schemes to customers</p> <p>Theory Duration (hh:mm) 11:00</p> <p>Practical Duration (hh:mm) 11:00</p> <p>Corresponding NOS Code RAS / N0118</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> Take suitable opportunities to ask customers if they are members of the loyalty scheme and whether they are interested in joining. Explain clearly and accurately to customers how joining the scheme would benefit them, including any current special offers relating to the scheme. Respond positively to any questions or objections that the customer raises. Provide relevant information to the customer to help them decide whether to join the scheme. Treat the customer politely at all times and in a way that promotes goodwill. Recognise accurately when customers are interested in joining the scheme. Take opportunities to ask customers who are showing signs of interest to sign up for the scheme. Fill in the membership application accurately with the customer, using the information they provide. Give the customer proof of their membership. Check with the customer that their details, as shown on the membership documentation, are correct. Give application forms to customers who show interest but are not willing to join the scheme then and there. <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> Features and benefits of the company's loyalty scheme. Sources of information about the scheme that you can use or tell the customer about. Loyalty schemes that are important in achieving the company's commercial aims. 	<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers</p>	<p>Any of the following tools may be used:</p> <ul style="list-style-type: none"> Computer Sticky Keys Foot Pedals Access Switches Wheel Chair Walker One-Handed Keyboard Pencil Gripper Automatic Page Turner Grab Bars Speech to Text software

Sr. No.	Module	Key Learning Outcomes	Equipment Required	Disability-wise Training Tools with reference to Expository for each NOS
		<ul style="list-style-type: none"> • Specific offers currently available to scheme members. • Gaining customer's attention and interest. • Using suitable questions to gain information about the customer and their interest in joining the scheme. • Dealing with frequently raised questions and objections in relation to the scheme. • Recognising signals that customers are interested in joining the loyalty scheme. • Asking customers to sign up for scheme in a way that encourages them to cooperate willingly. • The layout of the membership application form, the questions it asks, and how to fill in the form accurately. • The proof of membership the company provides. • Correcting or replacing incorrect proof of membership. 		
7	<p>To keep the store secure</p> <p>Theory Duration (hh:mm) 11:00</p> <p>Practical Duration (hh:mm) 11:00</p> <p>Corresponding NOS Code RAS / N0119</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> • Notice and correctly identify security risks. • Follow company procedures for reporting security risks. • Report security risks to the right people promptly and accurately. • Follow company procedures for preventing security risks while he/she works. • Notice where stock may have been stolen and tell the right person about it. <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> • Workplace security matters. • What can happen to him/her and to the company, if the store is not kept secure. • Helping to keep the workplace secure by noticing and reporting security risks. • The types of security risk he/she needs to be alert for, including: shoplifting, theft by staff, aggressive customers, vandalism, terrorist activity. 	Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almira, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangles, Wobblers,	Any of the following tools may be used: <ul style="list-style-type: none"> • Computer • Sticky Keys • Foot Pedals • Access Switches • Wheel Chair • Walker • One-Handed Keyboard • Pencil Gripper • Automatic Page Turner • Grab Bars • Speech to Text software

Sr. No.	Module	Key Learning Outcomes	Equipment Required	Disability-wise Training Tools with reference to Expository for each NOS
		<ul style="list-style-type: none"> Identifying security risks. Situations that can make him/her less alert for security risks, and how to deal with these situations Reporting security risks promptly and accurately. Whom to report security risks to and how to communicate these risks. Reasons why he/she should not take on more responsibility than he/she is authorized to when faced with security risks, including: personal safety, legal considerations & company policy. Activating all the loss prevention and security devices. Securing all the security alarms. Deactivating the loss prevention & security devices. 	Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguisher	
8	To maintain health and safety Theory Duration (hh:mm) 08:00 Practical Duration (hh:mm) 08:00 Corresponding NOS Code RAS/N0121	The learners should be able to: <ul style="list-style-type: none"> Notice and correctly identify accidents and emergencies. Get help promptly and in the most suitable way. Follow company policy and procedures for preventing further injury while waiting for help to arrive. Act within the limits of his/her responsibility and authority when accidents and emergencies arise. Promptly follow instructions given by senior staff and the emergency services. Follow company procedures and legal requirements for reducing health and safety risks as far as possible while working. Use safety equipment correctly and in the right situations. Get advice and help from the right people when he/she is concerned about his/her ability to work safely. Follow company procedures and legal requirements for reducing health and Safety risks as far as possible while working. Use safety equipment correctly and in 	Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almira, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements Display (LED Lightbox); (Mannequins - Full/Half Bust, Dangles, Wobblers, Hangers, Fixtures,	Any of the following tools may be used: <ul style="list-style-type: none"> Computer Sticky Keys Foot Pedals Access Switches Wheel Chair Walker One-Handed Keyboard Pencil Gripper Automatic Page Turner Grab Bars Speech to Text software

Sr. No.	Module	Key Learning Outcomes	Equipment Required	Disability-wise Training Tools with reference to Expository for each NOS
		<p>the right situations.</p> <ul style="list-style-type: none"> • Get advice and help from the right people when he/she is concerned about his/her ability to work safely. • Take suitable safety measures before lifting to protect himself/herself and other people. • Use approved lifting and handling techniques. • Check that any equipment he/she needs to use is fit for use. • Use lifting and handling equipment in line with company guidelines and manufacturers' instructions. • Plan a safe and efficient route for moving goods. • Make sure that he/she understands his/her own responsibilities when he/she asks others to help in lifting and handling operations. <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> • The types of accident and emergency that tend to happen in stores and why they happen. • Getting help in the event of an accident or emergency. • Action he/she can safely and usefully take while waiting for help to arrive. • Health and safety risk that can arise in a store environment. • Company procedures and legal requirements for reducing health and safety risks as far as possible while working. • Following health and safety procedures. • Safety equipment to be used and why it is required. • What he/she can lift safely. • Weight of the loads he/she has to lift. • Company guidelines for not lifting more than safe loads. • Planning his/her route when moving goods including the types of obstacles to look for and how to remove or avoid 	Banners, Posters, POSSignage Board; Offer/Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers	

Sr. No.	Module	Key Learning Outcomes	Equipment Required	Disability-wise Training Tools with reference to Expository for each NOS
		them. <ul style="list-style-type: none"> Company guidelines and manufacturers' instructions for using lifting and handling equipment. Approved techniques for safe handling and lifting. Approved procedures for using safety equipment. 		
9	To keep the store clean and hygienic Theory Duration (hh:mm) 08:00 Practical Duration (hh:mm) 08:00 Corresponding NOS Code RAS / N0123	The learners should be able to: <ul style="list-style-type: none"> Get the equipment and materials that are suitable for the surfaces that need cleaning. Safely position the cleaning equipment and materials and any items he/she must move. Keep the risk of spillages to a minimum and clean up any spillages promptly and thoroughly. Get rid of rubbish and waste promptly and safely. Disturb other people as little as possible while cleaning. Check that surfaces are thoroughly clean. Store cleaning equipment and materials correctly and promptly when he/she has finished cleaning. Use suitable equipment to tidy work areas. Check that equipment is safe to use before starting to use it. Get rid of waste and litter safely and in line with company procedures. Disturb other people as little as possible while getting rid of waste and litter. Store equipment correctly and promptly after use. Wear protective clothing that is clean and suitable for the work he/she needs to do. Correctly dispose of used clothing and products. Use effective practices and techniques for keeping his/her hair, skin and nails clean enough for the work he/she does The learners should be able to apply knowledge of:	Display Racks - Gondola / Shelves, Display/Boards/ Stands for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad - on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements Display (LED Lightbox); (Mannequins - Full/Half Bust, Dangles, Wobblers, Hangers, Fixtures, Banners, Posters, POS Signage Board; Offer/Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers	Any of the following tools may be used: <ul style="list-style-type: none"> Computer Sticky Keys Foot Pedals Access Switches Wheel Chair Walker One-Handed Keyboard Pencil Gripper Automatic Page Turner Grab Bars Speech to Text software

Sr. No.	Module	Key Learning Outcomes	Equipment Required	Disability-wise Training Tools with reference to Expository for each NOS
		<ul style="list-style-type: none"> • Health and safety risks posed by spillages. • Cleaning up spillages promptly. • Following procedures laid by Health Regulations when carrying out routine cleaning and when dealing with spillages. • Cleaning up spillages thoroughly. • Getting rid of rubbish and waste promptly and safely. • Not disturbing others as much as possible while cleaning. • Company standards for clean work surfaces. • Why work areas should be kept free of waste and litter, including health and safety reasons. • Safe methods for getting rid of waste and litter. • Where equipment is stored. • Putting equipment away promptly after use. • Effective cleaning practices and techniques for keeping one's own hair, skin and nails clean enough for the work he/she does. • Techniques for reducing as far as possible the risk of spillages. • Equipment usage and how to check it is safe to use. 		
10	<p>To provide information and advice to customers</p> <p>Theory Duration (hh:mm) 14:00</p> <p>Practical Duration (hh:mm) 14:00</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> • Acknowledge promptly and politely customers' • requests for information and advice. • Identify the customer's needs for information and advice. • Communicate information and advice to customers in ways they can understand. • Provide relevant, complete, accurate and up-to-date information and advice to customers. • Check politely that the information and advice provided meets the customer's 	<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almira, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy</p>	<p>Any of the following tools may be used:</p> <ul style="list-style-type: none"> • Computer • Sticky Keys • Foot Pedals • Access Switches • Wheel Chair • Walker • One-Handed Keyboard • Pencil Gripper • Automatic Page Turner

Sr. No.	Module	Key Learning Outcomes	Equipment Required	Disability-wise Training Tools with reference to Expository for each NOS
	Corresponding NOS Code RAS / N0124	<p>needs.</p> <ul style="list-style-type: none"> Find other ways to help the customer when the information and advice given is not satisfactory. Refer requests for information or advice to the right person when he/she cannot help the customer. Identify the nature of the complaint from information obtained from customers. Acknowledge the complaint clearly and accurately and apologise to the customer. Follow legal requirements and company policies and procedures for dealing with complaints. Promptly refer compliants to the right person & explain the referral procedure clearly to the customer, when it is beyond his/her responsibility to sort them. Discuss and agree the options for solving the problem with your customer. Take action to implement the option agreed with your customer. Work with others and your customer to make sure that any promises related to solving the problem are kept. Keep your customer fully informed about what is happening to resolve problem. Check with your customer to make sure the problem has been resolved to their satisfaction. Give clear reasons to your customer when the problem has not been resolved to their satisfaction. <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> Identifying the customer's needs for information and advice. Giving clear and accurate information and check the customer understands you. Whom to approach for help if you cannot provide information and advice yourself. Why it is important to keep customer loyalty and confidence. 	Products (Products with ad - on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements Display (LED Lightbox); (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Signage Board; Offer/Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers	<ul style="list-style-type: none"> Grab Bars Speech to Text software

Sr. No.	Module	Key Learning Outcomes	Equipment Required	Disability-wise Training Tools with reference to Expository for each NOS
		<ul style="list-style-type: none"> Maintaining customer loyalty and confidence while dealing with requests for information and advice. Company policy on customer service and how this applies to giving information and advice to customers. Managing angry customers. Responsibility for sorting out complaints. Escalation for problems you cannot resolve Assessing complaints and deciding what action to take. When he/she should refuse to accept returned goods. Keeping customer loyalty and confidence when dealing with complaints. Rights of the customer and the trader, including legal rights and duties under relevant laws. Company policy on customer service and how this applies to dealing with complaints. Relevant information about the products and services he/she sells (Elective Standards would apply) 		
11	<p>To create a positive image of self & organisation in the customers mind</p> <p>Theory Duration (hh:mm) 11:00</p> <p>Practical Duration (hh:mm) 11:00</p> <p>Corresponding NOS Code RAS / N0130</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> Meet the organisation's standards of appearance and behaviour. Greet customers respectfully and in a friendly manner. Communicate with customers in a way that makes them feel valued and respected. Identify and confirm the customer's expectations. Treat customers courteously and helpfully at all times. Keep customers informed and reassured. Adapt his/her behaviour to respond effectively to different customer behavior. Respond promptly to a customer seeking assistance. Select the most appropriate way of communicating with customers. 	<p>Display Racks- Gondola / Shelves, Display/Boards/ Stands for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with add-on accessories such as mobile handsets with ear phones etc.) with barcode,</p>	<p>Any of the following tools may be used:</p> <ul style="list-style-type: none"> Computer Sticky Keys Foot Pedals Access Switches Wheel Chair Walker One-Handed Keyboard Pencil Gripper Automatic Page Turner Grab Bars Speech to Text software

Sr. No.	Module	Key Learning Outcomes	Equipment Required	Disability-wise Training Tools with reference to Expository for each NOS
		<ul style="list-style-type: none"> • Check with customers that he/she has fully understood their expectations. • Respond promptly and positively to customers' questions and comments. • Allow customers time to consider his/her response and give further explanation when appropriate. • Quickly locate information that will help customers. • Give customers the information they need about the services or products offered by the organization. • Recognise information that customers might find complicated and check whether they fully understand. • Explain clearly to customers any reasons why their needs or expectations cannot be met. • Organisation's standards for appearance and behaviour. • Organisation's guidelines for how to recognize what customers want and respond appropriately. • Organisation's rules and procedures regarding the methods of communication used. • How to recognise when a customer is angry or confused. • Organisation's standards for timeliness in responding to customer questions and requests for information. 	specifications, price tags, VM elements Display (LED Lightbox); (Mannequins - Full/Half Bust, Dangles, Wobblers, Hangers, Fixtures, Banners, Posters, POS Signage Board; Offer/Policy Signage) Shopping Basket/Shopping Cart, Display Racks - Dummy Fire Extinguishers	
12	To work effectively in a retail team Theory Duration (hh:mm) 08:00 Practical Duration (hh:mm) 08:00 Corresponding	The learners should be able to: <ul style="list-style-type: none"> • Display courteous and helpful behavior at all times. • Take opportunities to enhance the level of assistance offered to colleagues. • Meet all reasonable requests for assistance within acceptable workplace timeframes. • Complete allocated tasks as required. • Seek assistance when difficulties arise. • Use questioning techniques to clarify instructions or responsibilities. • Identify and display a non-discriminatory attitude in all contacts with customers and other staff members. 	Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almira, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products	Any of the following tools may be used: <ul style="list-style-type: none"> • Computer • Sticky Keys • Foot Pedals • Access Switches • Wheel Chair • Walker • One-Handed Keyboard • Pencil Gripper • Automatic Page Turner • Grab Bars

Sr. No.	Module	Key Learning Outcomes	Equipment Required	Disability-wise Training Tools with reference to Expository for each NOS
	<p>NOS Code</p> <p>RAS / N0137</p>	<ul style="list-style-type: none"> Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact. Follow personal hygiene procedures according to organisational policy and relevant legislation. Interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task. Interpret, confirm and act on legal requirements in regard to antidiscrimination, sexual harassment and bullying. Ask questions to seek and clarify workplace information. Plan and organise daily work routine within the scope of the job role. Prioritise and complete tasks according to required timeframes. Identify work and personal priorities and achieve a balance between competing priorities. <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> The policies and procedures relating to the job role. The value system of the organisation. Employee rights and obligations. The reporting hierarchy and escalation matrix. How to ask questions to identify and confirm requirements? How to follow routine instructions through <ul style="list-style-type: none"> clear and direct communication. How to use language and concepts appropriate to cultural differences? How to use and interpret non-verbal communication. The scope of information or materials required within the parameters of the job role. Consequences of poor team participation on job outcomes. Work health and safety requirements 	<p>with ad - on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements</p> <p>Display (LED Lightbox);</p> <p>(Mannequins - Full/Half Bust, Dangles, Wobblers, Hangers, Fixtures, Banners, Posters, POS Signage Board; Offer/Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers</p>	<ul style="list-style-type: none"> Speech to Text software

Sr. No.	Module	Key Learning Outcomes	Equipment Required	Disability-wise Training Tools with reference to Expository for each NOS
	Total Duration Theory Duration 150.00 Practical Duration 150.00	Unique Equipment Required: <ul style="list-style-type: none"> • Display Racks - Gondola / Shelves • Display/Boards/ Standees for product categories and offers (Different Types) • Calculator • Stock Almirah • Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine) • Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags • VM elements Display (LED Lightbox), (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Signage Board; Offer/Policy Signage) • Shopping Basket/Shopping Cart • Dummy Fire Extinguishers 		

Grand Total Course Duration: 300 Hours 00 Minutes

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

Trainer Prerequisites for Job role: “Retail Trainee Associate” mapped to Qualification Pack: “PWD/RAS/Q0103 VERSION 2.0”

Sr. No.	Area	Details
1	Job Description	Individual in this position should be able to train and skill candidates as per Qualification Pack by using effective methodology for the target audience/candidates whilst ensuing consistently high pass percentage.
2	Personal Attributes	Individual in this position should exhibits below mentioned attributes: <ul style="list-style-type: none"> • Should be subject knowledge / matter expert • Effective communication skills and proven integrity, as well as sincerity • Ability to conduct interactive training program and concentrate on details • High sense of thoughtfulness in a habitually active environment • Multi-talented and resourceful ability when handling different tasks • Highly skilled in promoting friendly atmosphere and efficient in managing learners
3	Minimum Educational Qualifications	12th pass or Retail Diploma/Graduate.
4a	Domain Certification	Certified for Job Role: “Retail Trainee Associate” mapped to QP “RAS/Q0103 VERSION 2.0”. Minimum accepted score of 80% as per RASCI guidelines.
4b	Platform Certification	Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “MEP/Q2601”. Minimum accepted score of 80% as per SSC guidelines.
4c	Disability specific Top Up module	The Inclusive Trainer should be certified in Disability Specific Top Up Training PWD/Q0101, v1.0 Trainer-PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.
5	Experience	<ul style="list-style-type: none"> • 12th pass with 4 years’ experience in Retail Store Operations or Sales including minimum 1 year of supervisory experience OR • 12th pass with 4 years of experience in Retail Store Operations or Sales including minimum 1 year of training experience OR • Retail Diploma/Graduate with 2 years of experience in Retail Store Operations or Sales including minimum 1 year of supervisory experience OR • Retail Diploma/Graduate with 2 years of experience in Retail Store Operations or Sales including minimum 1 year of training experience

Annexure: Assessment Criteria

Refer to the QP for the assessment criteria.

Accommodation Guidelines recommended for Inclusive Trainers

Persons with Locomotor Disability

Characteristics

Students with physical disabilities may experience limitations in one of the following ways:

- Writing
- Sitting at a standard desk or on the floor;
- Participating in activities where tables and instruments are difficult to access
- Movements within the class and within the school;
- Mobility in spaces that are not user friendly for wheelchair.

Guidelines for Trainers

1. Provide a supportive and welcoming environment by sensitizing other students /staff for creating a sense of responsibility in them.
2. Make the classroom accessible.
3. Sitting plan should include accommodating a Person using Wheelchair in the front row
4. Provide accessible seating arrangement. The height of the table should be accessible for Persons using wheelchair.
5. Make writers available for written work and for tests and exams if the candidate has difficulty in writing owing to upper limb dysfunction.
6. Give additional time for completing assignments/exams
7. Consider alternative to activities involving writing, drawing and other fine motor activities, such as sorting, threading, solving puzzles, etc. for persons whose upper limbs are affected
8. Free movement of learners within the class must be ensured by keeping the classroom environment clutter free. There should be accessible walking space for safe walking with no protruding objects or obstacles in the classroom/laboratory or corridors.
9. Students can use adapted brushes, modified pencils and thick markers that can be gripped easily, for drawing. Alternatively, the candidates can use stamping methods or paste cut outs. The books, papers, brushes etc. can be fixed on the table with the help of tape etc. so that they do not slip down.
10. For assessment, have students present the material orally or if required, with the help of a scribe. Use objective type, multiple type questions using yes/no or true/false answers