

# Model Curriculum

## Retail Trainee Associate

**SECTOR : RETAIL**

**SUB-SECTOR : RETAIL OPERATIONS**

**OCCUPATION : STORE OPERATIONS**

**REF. ID : PWD/RAS/Q0103 VERSION 2.0**

**NSQF LEVEL : 4**

**Model Curriculum Aligned**

**for**

**Persons with Low Vision**

**E003**



## 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: **Low Vision (E003, 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

|  |  |                            |          |
|--|--|----------------------------|----------|
| <b>Program Name</b>                                | <b>Retail Trainee Associate</b>  |                            |          |
| <b>Qualification Pack Name &amp; Reference ID.</b> | Retail Trainee Associate<br>PWD/RAS/Q0103 VERSION 2.0  |                            |          |
| <b>Version No.</b>                                 | 2.0  | <b>Version Update Date</b> | 28/04/22 |
| <b>Pre-requisites to Training</b>                  | 5th Class Pass with 3 year of Experience<br>or<br>8th class pass with 1 year Experience<br>or<br>8th class Pass +ITI<br>or<br>8th Class Pass pursuing continuous regular schooling<br>or<br>10th Class Pass with no experience<br>or<br>Previous relevant Qualification of NSQF Level 2 with 1 year experience.  |                            |          |
| <b>Training Outcomes</b>                           | <b>After completing this programme, participants will be able to:</b> <ul style="list-style-type: none"> <li>• Display stock to promote sales</li> <li>• Plan and prepare visual merchandising displays</li> <li>• Dress visual merchandising displays</li> <li>• Dismantle and store visual merchandising displays</li> <li>• Prepare products for sale</li> <li>• Promote loyalty schemes to customers</li> <li>• Keep the store secure</li> <li>• Maintain health and safety</li> <li>• Keep the store clean and hygienic</li> <li>• Provide information and advice to customers</li> <li>• Create a positive image of self &amp; organisation in the customer’s mind</li> <li>• Work effectively in a retail team</li> </ul> |                            |          |

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 Low Vision”.

| Sr. No. | Module   | Key Learning Outcomes  | Equipment Required  | Disability-wise Training Tools with reference to Expository for each NOS  |
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| 1       | <p><b>Learn Basic English Theory</b></p> <p><b>Duration</b><br/>(hh:mm)<br/>21:00</p> <p><b>PracticalDuration</b><br/>(hh:mm)<br/>24:00</p> <p><b>Corresponding NOS Code</b><br/>Bridge Module</p> | <ul style="list-style-type: none"> <li>Identify and write Alphabet and Letters.</li> <li>Identify various vowel and consonant sounds in various words.</li> <li>Recognize words and phrases related to formal and informal greetings.</li> <li>Recognize simple personal information about self and others (e.g. name, age, place of residence etc.).</li> <li>Recognize very simple words related to home, neighborhoods, everyday objects, market place, names of the days of the week, months, time, directions, clothes, food, and drinks.</li> <li>Recognize simple pronouns (he/she/we/they).</li> <li>Comprehend basic hobby related verbs (like playing, singing, dancing).</li> <li>Recognize common verbs related to movement of transport (e.g. buses run, boats sail).</li> <li>Recognize words related to common feelings and emotions. (e.g. sad, unhappy, depressed, irritated, furious, angry).</li> <li>Recognize familiar English words and phrases used in the workplace for example instructions related to direction, safety, date and time etc. (vocabulary: stop, close the door).</li> <li>Differentiate between Spoken and Written English.</li> <li>Demonstrate the correct way to pronounce words with the right stress.</li> <li>Read and write basic personal information about self and others such as names, date of birth, ID numbers, address, nationality, marital status).</li> <li>Use simple words related to common diseases in sentences</li> </ul> | Laptop, Computer, OCR Scanner, Screen readers, Digital/ Handheld Magnifiers | <p>Any of the following tools may be used</p> <ul style="list-style-type: none"> <li>Optical Character Recognition (OCR)</li> <li>Clear View+ Speech, Zoom Ex,</li> <li>Kurzweil, ABBY Fine Reader Tesseract</li> <li>Non-Visual Desktop Access (NVDA)</li> <li>Job Access with Speech (JAWS),</li> <li>DAISY players</li> <li>DAISY (Digital Accessible Information System)</li> </ul> |

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|   |  | <p>(e.g. cold, cough, headache, fever and pain).</p> <ul style="list-style-type: none"> <li>• Read and write simple sentences using names of everyday objects, places, directions. (e.g. I live in Delhi.).</li> <li>• Read and write words related to professions. (like vacancy, sale, associate, manager, supervisor, file etc.).</li> <li>• Read and write words and short phrases to describe travel, holidays, and vacations.</li> <li>• Read and frame written answers to simple questions related to self, food preferences, feelings etc.</li> <li>• Identify and read health, safety, and security signage (images/graphics) in English; at work and public places or on gadgets and appliances.</li> <li>• Read and write basic familiar words and phrases to identify areas of work, responsibilities, and working relationships.</li> <li>• Read and write simple sentences describing activities planned for the day/ next week/month.</li> <li>• Pronounce words related to professions</li> <li>• Ask and answer questions related to their job correctly.</li> <li>• Discuss activities planned for the next day/week/month at the workplace.</li> <li>• Introduce yourself in English with confidence (such as talk about your job/profession, your educational qualifications).</li> </ul> |   |   |
| 2 | <p><b>Use of Smart Phone</b></p> <p><b>Theory Duration</b><br/>(hh:mm)<br/>03:00</p> <p><b>PracticalDuration</b><br/>(hh:mm)<br/>18:00</p> <p><b>CorrespondingNOS Code</b><br/>Bridge Module</p> | <ul style="list-style-type: none"> <li>• Explain the benefits of a smartphone for Persons with Visual Impairment.</li> <li>• Explain the significance and usage of major software Applications for Persons with Visual Impairment (e.g. GPS, Social media Applications and Cab Booking Applications).</li> <li>• Discuss the barriers in accessing some Software Applications (like Gaming Application).</li> <li>• Demonstrate how to use the different functions of the screen such as power on/off, accessing the main menu, home button, volume rocker, power buttons, memory slot and sim tray.</li> </ul>   | One smart phone with talkback per trainee | <p>Any of the following tools may be used</p> <ul style="list-style-type: none"> <li>• Optical Character Recognition (OCR)</li> <li>• Clear View+ Speech, Zoom Ex,</li> <li>• Kurzweil, ABBY Fine Reader Tesseract Non-Visual Desk Access (NVDA)</li> <li>• Job Access with Speech (JAWS),</li> <li>• DAISY players</li> <li>• DAISY (Digital Accessible Information System)</li> </ul> |

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|   |  | <ul style="list-style-type: none"> <li>• Demonstrate basic operations on the screen by using, “explore by touch”.</li> <li>• Use talk back, speech, and volume settings.</li> <li>• Use a mobile phone for making calls and for sending and receiving messages.</li> <li>• Use Navigation for accessing context menu, contact list for calling, messaging, and saving new contacts.</li> <li>• Use basic applications like Google Play Store and calculator.</li> <li>• Use book reading apps such as Kota, Daisy Reader, and Simply Reading and access Sugamya Pustakalaya and Book Share online library.</li> <li>• Use Google Chrome to browse the web and search using a keyword and operate e-mail accounts from smartphones.</li> <li>• Use advanced applications like Eye-D, Tap Tapsea, colored ID, Text fairy and Google Maps.</li> <li>• Demonstrate how to download apps on a smartphone.</li> </ul> |                                  |  |
| 3 | <p><b>Computer Training</b></p> <p><b>Theory Duration</b><br/>(hh:mm)<br/>30:00</p> <p><b>Practical Duration</b><br/>(hh:mm)<br/>120:00</p> <p><b>Corresponding NOS Code</b><br/>Bridge Module</p> | <ul style="list-style-type: none"> <li>• Describe the uses of computers. Distinguish between hardware and software components of computers.</li> <li>• Describe input and output devices.</li> <li>• Describe basic functions of the various parts of computers.</li> <li>• Demonstrate hand and finger placement for using keyboard and numpad.</li> <li>• Open, create, and save word documents.</li> <li>• Navigate and read commands for creating word documents.</li> <li>• Demonstrate cut, copy, and paste in a word document.</li> <li>• Demonstrate steps to format a word document (for example, change paragraph alignment, bold/italicize text, edit, delete, capitalize letters, insert date and time).</li> </ul>   | Desktop<br>Computer /<br>laptops | <p>Any of the following tools may be used</p> <ul style="list-style-type: none"> <li>• Optical Character Recognition (OCR)</li> <li>• Clear View+ Speech, Zoom Ex,</li> <li>• Kurzweil, ABBY Fine Reader Tesseract Non-Visual Deskt Access (NVDA)</li> <li>• Job Access with Speech (JAWS),</li> <li>• DAISY players</li> <li>• DAISY (Digital Accessible Information System)</li> </ul> |

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| 4 | <p><b>Learn Basic Braille</b></p> <p><b>Theory Duration</b><br/>(hh:mm)<br/>03:00</p> <p><b>Practical Duration</b><br/>(hh:mm)<br/>21:00</p> <p><b>Corresponding NOS Code</b><br/>Bridge Module</p> | <ul style="list-style-type: none"> <li>• Discuss the history and significance of the invention of Braille.</li> <li>• Describe the concept of Dots and Cells in Braille.</li> <li>• Distinguish between Old and modern Braille slates.</li> <li>• Read and write text in Braille by using appropriate hand movements</li> <li>• Recognize Braille characters, words, sentences, paragraphs, and placement of text.</li> <li>• Demonstrate use of Braille equipment (such as Positioning Braille slate, inserting paper in the slate, use of stylus).</li> <li>• Demonstrate correct sitting posture while using Braille devices.</li> <li>• Demonstrate how to use technology to replace manual Braille typing (such as using Orbit 20).</li> </ul> | <p>Desktop<br/>Computer /<br/>laptops</p> | <p>Any of the following tools may be used</p> <ul style="list-style-type: none"> <li>• Optical Character Recognition (OCR)</li> <li>• Clear View+ Speech, Zoom Ex,</li> <li>• Kurzweil, ABBY Fine Reader Tesseract Non-Visual Deskt Access (NVDA)</li> <li>• Job Access with Speech (JAWS),</li> <li>• DAISY players</li> <li>• DAISY (Digital Accessible Information System)</li> </ul> |
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| <p>5</p> | <p><b>To display stock to promote sales</b></p> <p><b>Theory Duration</b><br/>(hh:mm)<br/>14:00</p> <p><b>Practical Duration</b><br/>(hh:mm)<br/>15:00 + 6:00<br/>Additional 1/3rd<br/>Duration</p> <p><b>Corresponding NOS Code</b> RAS/<br/>N0105</p> | <p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Identify the need for the display in relation to stock, space, position of the display and dates.</li> <li>Check that the display area is the right size and report any concerns promptly.</li> <li>Gather the materials, equipment and stock he/she need for the display and check that they are clean, safe and in good working order.</li> <li>Follow company procedures for clearing, cleaning and preparing the display area before use.</li> <li>Set up and dismantle the display safely, in line with plans and within the time allowed.</li> <li>Check that the display is clean, tidy and safe for use.</li> <li>Check that the display has the required levels of stock.</li> <li>Clean and store equipment and excess materials; get rid of waste safely, correctly and promptly.</li> <li>Check requirements for labelling stock. Check whether the information on the label is clear, accurate and legal before starting to label stock.</li> <li>Report promptly any information on labels that may need change.</li> <li>Attach the right labels to the right products.</li> <li>Position labels so that they are securely fastened and customers can see them clearly.</li> <li>Complete labelling within the time allowed.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Setting up displays as per the health, safety and environmental standards.</li> <li>Following store procedures for display requirements for stock, space, position of the display &amp; dates.</li> <li>Meeting Legal or Statutory requirements.</li> </ul> | <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"> <li>Optical Character Recognition (OCR)</li> <li>Clear View Speech, oom E ,</li> <li>Kurzweil, ABBY Fine Reader Tesseract Non-Visual Desk Access (NVDA)</li> <li>Job Access with Speech (JAWS),</li> <li>DAISY players</li> <li>DAISY (Digital Accessible Information System)</li> </ul> |
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|   |  | <ul style="list-style-type: none"> <li>• Cleaning and storing materials and equipment used in displays and getting rid of waste safely.</li> <li>• Using labelling materials and equipment efficiently and effectively</li> </ul>   |   |  |
| 6 | <p><b>To plan and prepare visual merchandising displays</b></p> <p><b>Theory Duration</b><br/>(hh:mm)<br/>14:00</p> <p><b>Practical Duration</b><br/>(hh:mm)<br/>14:00 + 6:00<br/>Additional 1/3rd Duration</p> <p><b>Corresponding NOS Code</b><br/>RAS / N0106</p> | <p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the purpose, content and style of the display.</li> <li>• Identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it.</li> <li>• Evaluate whether the place to put the display is likely to fulfil the design brief.</li> <li>• Create new and effective ways of improving the visual effect, within his/her limits of design brief, company's visual design policies and authority.</li> <li>• Confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention.</li> <li>• Identify other merchandise and props when those originally specified are not available or not suitable, and agree the selections with the right person.</li> <li>• Verify arrangements for delivery of merchandise &amp; props with the right people, allowing enough time for deliveries to arrive before display must be installed.</li> <li>• Check the progress of deliveries and take suitable action if delays seem likely.</li> <li>• Update stock records to account for merchandise on display.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Role of displays in marketing, promotional and sales campaigns and activities.</li> <li>• Importance and content of the design brief.</li> <li>• The design brief to identify what you need for the display.</li> </ul> | <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,</p> | <p>Any of the following tools may be used</p> <ul style="list-style-type: none"> <li>• Optical Character Recognition (OCR)</li> <li>• Clear View+ Speech, Zoom Ex,</li> <li>• Kurzweil, ABBY Fine Reader Tesseract Non-Visual Deskt Access (NVDA)</li> <li>• Job Access with Speech (JAWS),</li> <li>• DAIS players</li> <li>• DAIS (Digital Accessible Information System)</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• The company policies for visual design.</li> <li>• The role of displays in marketing, promotional and sales campaigns and activities.</li> <li>• Using the design brief to identify what you need for the display.</li> <li>• Merchandiser or buyer who needs to be consulted about merchandise and props.</li> <li>• Arranging delivery of merchandise and monitor the progress of deliveries.</li> <li>• Updating stock records to account for merchandise on display.</li> <li>• Different approaches to designing displays for different types of merchandise, and why these are effective.</li> <li>• Evaluating the potential places to put the display as per the design brief.</li> <li>• Light, colour, texture, shape and dimension combined to achieve the effects.</li> <li>• Assessing the potential of places for displays to meet the design brief.</li> </ul> | <p>Full/Half Bust,<br/>Danglers, Wobblers,<br/>Hangers, Fixtures,<br/>Banners, Posters, POS<br/>Display (LED<br/>Lightbox); Signage<br/>Board; Offer<br/>/Policy Signage),<br/>Shopping<br/>Basket/Shopping<br/>Cart, Dummy Fire<br/>Extinguishers</p> |  |
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| 7 | <p><b>To dress visual merchandising displays</b></p> <p><b>Theory Duration</b><br/>(hh:mm)<br/>14:00</p> <p><b>Practical Duration</b><br/>(hh:mm)<br/>14:00 + 6:00<br/>Additional 1/3rd Duration</p> <p><b>Corresponding NOS Code</b><br/>RAS / N0107</p> | <p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Use the design brief to identify the focal points of the display.</li> <li>• Choose shapes, colours and groupings that are suited to the purpose and style of the display.</li> <li>• Create displays that achieve the required visual effect and are consistent with the company's visual design policy.</li> <li>• Position merchandise, graphics and signs in ways that promote sales.</li> <li>• Check that lighting is installed in line with the design brief.</li> <li>• Check that the finished display meets health and safety guidelines and legal requirements.</li> <li>• Position merchandise, graphics &amp; signs according to guidelines &amp; in ways that attract attention &amp; interest of customers &amp; give customers information they need.</li> <li>• Group merchandise appropriately for the purpose &amp; style of display, the selling features of merchandise &amp; the visual effect needed under the design brief.</li> <li>• Make sure that lighting is installed in line with lighting requirements.</li> <li>• Check that all the parts of the display are suitable for the purpose of the display and meet requirements.</li> <li>• Check that the display meets requirements for easy access, safety and security.</li> <li>• Identify safety and security risks to the display and choose suitable ways of reducing risks.</li> <li>• Consider how the display looks from all the directions from which customers will approach it.</li> <li>• Encourage colleagues to provide constructive comments about the display.</li> <li>• 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.</li> <li>• Regularly check the display's visual effect.</li> <li>• Promptly report to the right person any problems and risks that he/she is not responsible for sorting out himself/herself.</li> </ul> <p>The learners should be able to apply knowledge of:</p> | <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, 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"> <li>• Optical Character Recognition (OCR)</li> <li>• Clear View+ Speech, Zoom Ex,</li> <li>• Kurzweil, ABBY Fine Reader Tesseract Non-Visual Deskt Access (NVDA)</li> <li>• Job Access with Speech (JAWS),</li> <li>• DAIS players</li> <li>• DAIS (Digital Accessible Information System)</li> </ul> |
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|  |  | <ul style="list-style-type: none"> <li>• Creating and using focal points within a display.</li> <li>• Putting together merchandising displays for use inside the store.</li> <li>• Dressing mannequins, busts and other props.</li> <li>• Displaying different types of merchandise.</li> <li>• Choosing a suitable type of grouping.</li> <li>• Using different types, directions and levels of light to create atmosphere.</li> <li>• Achieving add-on sales and why this is important.</li> <li>• Installing creative displays and awareness of trends.</li> <li>• Different approaches to displaying merchandise and choosing the best approach.</li> <li>• Props, prototypes, dressings and fixtures creating visual effects.</li> <li>• Health and safety guidelines for displays.</li> <li>• Identifying the selling features of merchandise to be used in displays.</li> <li>• Lighting window displays and who in your store is responsible for installing lighting.</li> <li>• The legal requirements which apply to pricing and ticketing.</li> <li>• The company's visual design and merchandising policies.</li> <li>• Reporting arrangements for sorting out problems and reducing risks.</li> <li>• Evaluating the visual effect of displays.</li> <li>• Making adjustments and improvements to displays.</li> <li>• Using scale when creating visual effects.</li> <li>• Dressing techniques for different types of merchandise.</li> <li>• Different purposes of displays and their use in visual merchandising.</li> <li>• Choosing and combining dimension, shape, colour, texture and lighting to create the visual effect you need from a display</li> </ul> |  |  |
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| <p>8</p> | <p><b>To dismantle and store visual merchandising displays</b></p> <p><b>Theory Duration</b><br/>(hh:mm)<br/>14:00</p> <p><b>Practical Duration</b><br/>(hh:mm)<br/>14:00 + 6:00<br/>Additional 1/3rd Duration</p> <p><b>Corresponding NOS Code</b><br/>RAS/N0108</p> | <p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Dismantle displays safely.</li> <li>• Protect the parts of the display from being damaged during dismantling.</li> <li>• Return the parts of the display to the appropriate places promptly and, if needed, in a saleable condition.</li> <li>• Get rid of unwanted materials safely and keep accurate records of this if needed.</li> <li>• Clean display sites and parts using safe and approved cleaning materials and equipment</li> <li>• Work out accurately the storage space required.</li> <li>• Identify the protective packaging he/she needs and the security measures that need to be in place.</li> <li>• Store items in suitable places and with clear and accurate labels.</li> <li>• Keep accurate and up-to-date records of items in storage.</li> <li>• Identify damaged items, missing items and dangers and risks to health and safety, and report these promptly to the right person.</li> <li>• Check that storage facilities and items in storage are clean, safe, secure and accessible only to those with a right to them.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Dismantling displays safely.</li> <li>• Protecting the parts of displays from being damaged during dismantling.</li> <li>• Identifying unwanted materials and how to get rid of them safely.</li> <li>• Where to return the parts of display to.</li> <li>• Identifying safe and approved cleaning materials and equipment to use.</li> <li>• Working out the storage space needed.</li> <li>• Identifying requirements for protective packaging and security measures.</li> <li>• Labelling items accurately.</li> <li>• Keeping records of items and where to store them.</li> <li>• Items that need to be stored.</li> <li>• Dangers and risks to health, safety and security in relation to storage facilities and stored items.</li> </ul> | <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"> <li>• Optical Character Recognition (OCR)</li> <li>• Clear View+ Speech, Zoom Ex,</li> <li>• Kurzweil, ABBY Fine Reader Tesseract Non-Visual Desk Access (NVDA)</li> <li>• Job Access with Speech (JAWS),</li> <li>• DAIS players</li> <li>• DAISY (Digital Accessible Information System)</li> </ul> |
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|   |   | <ul style="list-style-type: none"> <li>Reporting dangers and risks to the concerned.</li> <li>Techniques for cleaning display sites and parts safely and thoroughly.</li> <li>Checking the condition of items.</li> <li>Dealing with items that need repair.</li> <li>Store items securely.</li> </ul>  |  |   |
| 9 | <p><b>To prepare products for sale</b></p> <p><b>Theory Duration</b><br/>(hh:mm)<br/>14:00</p> <p><b>Practical Duration</b><br/>(hh:mm)<br/>15:00 + 6:00<br/>Additional 1/3rd Duration</p> <p><b>Corresponding NOS Code</b><br/>RAS/N0109</p> | <p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Check that all expected items and parts of the product are in the package.</li> <li>Remove all unwanted packaging and safely get rid of waste.</li> <li>Gather the tools he/she needs for putting products together.</li> <li>Use safe work methods and follow manufacturers' instructions when putting products together.</li> <li>Check that products have been assembled correctly and can be used safely.</li> <li>Ask the right person for help when products are proving difficult to put together.</li> <li>Check regularly that products on display are in a satisfactory condition.</li> <li>Promptly remove damaged products from display and follow company procedures for dealing with them.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Products he/she is responsible for preparing for sale.</li> <li>Where to put products together and where to put them once they are assembled.</li> <li>Working safely when putting products together for sale.</li> <li>Checking that products have been correctly put together and are safe to display.</li> <li>Whom to approach for help when products are proving difficult to put together.</li> <li>Company quality standards for products on display.</li> <li>Checking the condition of products on display.</li> <li>Dealing with products that are damaged.</li> <li>Tools to be used to put products together.</li> <li>Getting rid of unwanted packaging and waste.</li> </ul> | <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, 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"> <li>Optical Character Recognition (OCR)</li> <li>Clear View Speech, Zoom Ex,</li> <li>Kurzweil, ABBY Fine Reader Tesseract Non-Visual Desktop Access (NVDA)</li> <li>Job Access with Speech (JAWS),</li> <li>DAIS players</li> <li>DAIS (Digital Accessible Information System)</li> </ul> |

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| <p>10</p> | <p><b>To promote loyalty schemes to customers</b></p> <p><b>Theory Duration</b><br/>(hh:mm)<br/>11:00</p> <p><b>Practical Duration</b><br/>(hh:mm)<br/>11:00 + 4:00<br/>Additional 1/3rd Duration</p> <p><b>Corresponding NOS Code</b><br/>RAS / N0118</p> | <p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Take suitable opportunities to ask customers if they are members of the loyalty scheme and whether they are interested in joining.</li> <li>• Explain clearly and accurately to customers how joining the scheme would benefit them, including any current special offers relating to the scheme.</li> <li>• Respond positively to any questions or objections that the customer raises.</li> <li>• Provide relevant information to the customer to help them decide whether to join the scheme.</li> <li>• Treat the customer politely at all times and in a way that promotes goodwill.</li> <li>• Recognise accurately when customers are interested in joining the scheme.</li> <li>• Take opportunities to ask customers who are showing signs of interest to sign up for the scheme.</li> <li>• Fill in the membership application accurately with the customer, using the information they provide.</li> <li>• Give the customer proof of their membership.</li> <li>• Check with the customer that their details, as shown on the membership documentation, are correct.</li> <li>• Give application forms to customers who show interest but are not willing to join the scheme then and there.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Features and benefits of the company's loyalty scheme.</li> <li>• Sources of information about the scheme that you can use or tell the customer about.</li> <li>• Loyalty schemes that are important in achieving the company's commercial aims.</li> <li>• Specific offers currently available to scheme members.</li> <li>• Gaining customer's attention and interest.</li> <li>• Using suitable questions to gain information about the customer and their interest in joining the scheme.</li> <li>• Dealing with frequently raised questions</li> </ul> | <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, 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"> <li>• Optical Character Recognition (OCR)</li> <li>• Clear View+ Speech, Zoom Ex,</li> <li>• Kurzweil, ABBY Fine Reader Tesseract Non-Visual Desk Access (NVDA)</li> <li>• Job Access with Speech (JAWS),</li> <li>• DAIS players</li> <li>• DAIS (Digital Accessible Information System)</li> </ul> |
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|  |  | <p>and objections in relation to the scheme.</p> <ul style="list-style-type: none"> <li>• Recognising signals that customers are interested in joining the loyalty scheme.</li> <li>• Asking customers to sign up for scheme in a way that encourages them to co-operate willingly.</li> <li>• The layout of the membership application form, the questions it asks, and how to fill in the form accurately.</li> <li>• The proof of membership the company provides.</li> <li>• Correcting or replacing incorrect proof of membership.</li> </ul> |  |  |
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| <p>11</p> | <p><b>To keep the store secure</b></p> <p><b>Theory Duration</b><br/>(hh:mm)<br/>11:00</p> <p><b>Practical Duration</b><br/>(hh:mm)<br/>12:00 + 4:00<br/>Additional 1/3rd<br/>Duration</p> <p><b>Corresponding NOS Code</b><br/>RAS / N0119</p> | <p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Notice and correctly identify security risks.</li> <li>• Follow company procedures for reporting security risks.</li> <li>• Report security risks to the right people promptly and accurately.</li> <li>• Follow company procedures for preventing security risks while he/she works.</li> <li>• Notice where stock may have been stolen and tell the right person about it.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Workplace security matters.</li> <li>• What can happen to him/her and to the company, if the store is not kept secure.</li> <li>• Helping to keep the workplace secure by noticing and reporting security risks.</li> <li>• The types of security risk he/she needs to be alert for, including: shoplifting, theft by staff, aggressive customers, vandalism, terrorist activity.</li> <li>• Identifying security risks.</li> <li>• Situations that can make him/her less alert for security risks, and how to deal with these situations.</li> <li>• Reporting security risks promptly and accurately.</li> <li>• Whom to report security risks to and how to communicate these risks.</li> <li>• 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 &amp; company policy.</li> <li>• Activating all the loss prevention and security devices.</li> <li>• Securing all the security alarms.</li> <li>• Deactivating the loss prevention &amp; security devices.</li> </ul> | <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 Extinguisher</p> | <p>Any of the following tools may be used</p> <ul style="list-style-type: none"> <li>• Optical Character Recognition (OCR)</li> <li>• Clear View+ Speech, Zoom Ex,</li> <li>• Kurzweil, ABBY Fine Reader Tesseract Non-Visual Desk Access (NVDA)</li> <li>• Job Access with Speech (JAWS),</li> <li>• DAISY players</li> <li>• DAISY (Digital Accessible Information System)</li> </ul> |
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| 12 | <p><b>To maintain health and safety</b></p> <p><b>Theory Duration</b><br/>(hh:mm)<br/>10:00</p> <p><b>Practical Duration</b><br/>(hh:mm)<br/>10:00 + 3:00<br/>Additional 1/3rd<br/>Duration</p> <p><b>Corresponding NOS Code</b><br/>RAS/N0121</p> | <p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Notice and correctly identify accidents and emergencies.</li> <li>• Get help promptly and in the most suitable way.</li> <li>• Follow company policy and procedures for preventing further injury while waiting for help to arrive.</li> <li>• Act within the limits of his/her responsibility and authority when accidents and emergencies arise.</li> <li>• Promptly follow instructions given by senior staff and the emergency services.</li> <li>• Follow company procedures and legal requirements for reducing health and safety risks as far as possible while working.</li> <li>• Use safety equipment correctly and in the right situations.</li> <li>• Get advice and help from the right people when he/she is concerned about his/her ability to work safely.</li> <li>• Follow company procedures and legal requirements for reducing health and</li> <li>• Safety risks as far as possible while working.</li> <li>• Use safety equipment correctly and in the right situations.</li> <li>• Get advice and help from the right people when he/she is concerned about his/her ability to work safely.</li> <li>• Take suitable safety measures before lifting to protect himself/herself and other people.</li> <li>• Use approved lifting and handling techniques.</li> <li>• Check that any equipment he/she needs to use is fit for use.</li> <li>• Use lifting and handling equipment in line with company guidelines and manufacturers' instructions.</li> <li>• Plan a safe and efficient route for moving goods.</li> <li>• Make sure that he/she understands his/her own responsibilities when he/she asks others to help in lifting and handling operations.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• The types of accident and emergency that tend to happen in stores and why they happen.</li> </ul> | <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 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</p> | <p>Any of the following tools may be used</p> <ul style="list-style-type: none"> <li>• Optical Character Recognition (OCR)</li> <li>• Clear View+ Speech, Zoom Ex,</li> <li>• Kurzweil, ABBY Fine Reader</li> <li>• Tesseract Non-Visual Desk Access (NVDA)</li> <li>• Job Access with Speech (JAWS),</li> <li>• DAISY players</li> <li>• DAISY (Digital Accessible Information System)</li> </ul> |
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|  |  | <ul style="list-style-type: none"> <li>• Getting help in the event of an accident or emergency.</li> <li>• Action he/she can safely and usefully take while waiting for help to arrive.</li> <li>• Health and safety risk that can arise in a store environment.</li> <li>• Company procedures and legal requirements for reducing health and safety risks as far as possible while working.</li> <li>• Following health and safety procedures.</li> <li>• Safety equipment to be used and why it is required.</li> <li>• What he/she can lift safely.</li> <li>• Weight of the loads he/she has to lift.</li> <li>• Company guidelines for not lifting more than safe loads.</li> <li>• Planning his/her route when moving goods including the types of obstacles to look for and how to remove or avoid them.</li> <li>• Company guidelines and manufacturers' instructions for using lifting and handling equipment.</li> <li>• Approved techniques for safe handling and lifting.</li> <li>• Approved procedures for using safety equipment.</li> </ul> |  |  |
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| <p>13</p> | <p><b>To keep the store clean and hygienic</b></p> <p><b>Theory Duration</b><br/>(hh:mm)<br/>10:00</p> <p><b>Practical Duration</b><br/>(hh:mm)<br/>10:00 + 3:00<br/>Additional 1/3rd Duration</p> <p><b>Corresponding NOS Code</b><br/>RAS / N0123</p> | <p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Get the equipment and materials that are suitable for the surfaces that need cleaning.</li> <li>• Safely position the cleaning equipment and materials and any items he/she must move.</li> <li>• Keep the risk of spillages to a minimum and clean up any spillages promptly and thoroughly.</li> <li>• Get rid of rubbish and waste promptly and safely.</li> <li>• Disturb other people as little as possible while cleaning.</li> <li>• Check that surfaces are thoroughly clean.</li> <li>• Store cleaning equipment and materials correctly and promptly when he/she has finished cleaning.</li> <li>• Use suitable equipment to tidy work areas.</li> <li>• Check that equipment is safe to use before starting to use it.</li> <li>• Get rid of waste and litter safely and in line with company procedures.</li> <li>• Disturb other people as little as possible while getting rid of waste and litter.</li> <li>• Store equipment correctly and promptly after use.</li> <li>• Wear protective clothing that is clean and suitable for the work he/she needs to do.</li> <li>• Correctly dispose of used clothing and products.</li> <li>• Use effective practices and techniques for keeping his/her hair, skin and nails clean enough for the work he/she does.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Health and safety risks posed by spillages.</li> <li>• Cleaning up spillages promptly.</li> <li>• Following procedures laid by Health Regulations when carrying out routine cleaning and when dealing with spillages.</li> <li>• Cleaning up spillages thoroughly.</li> <li>• Getting rid of rubbish and waste promptly and safely.</li> <li>• Not disturbing others as much as possible while cleaning.</li> <li>• Company standards for clean work surfaces.</li> <li>• Why work areas should be kept free of waste and litter, including health and safety</li> </ul> | <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 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</p> | <p>Any of the following tools may be used</p> <ul style="list-style-type: none"> <li>• Optical Character Recognition (OCR)</li> <li>• Clear View+ Speech, Zoom Ex,</li> <li>• Kurzweil, ABBY Fine Reader Tesseract Non-Visual Desk Access (NVDA)</li> <li>• Job Access with Speech (JAWS),</li> <li>• DAISY players</li> <li>• DAISY (Digital Accessible Information System)</li> </ul> |
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|  |  | <p>reasons.</p> <ul style="list-style-type: none"> <li>• Safe methods for getting rid of waste and litter.</li> <li>• Where equipment is stored.</li> <li>• Putting equipment away promptly after use.</li> <li>• Effective cleaning practices and techniques for keeping one's own hair, skin and nails clean enough for the work he/she does.</li> <li>• Techniques for reducing as far as possible the risk of spillages.</li> <li>• Equipment usage and how to check it is safe to use.</li> </ul> |  |  |
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| <p>14</p> | <p><b>To provide information and advice to customers</b></p> <p><b>Theory Duration</b><br/>(hh:mm)<br/>15:00</p> <p><b>Practical Duration</b><br/>(hh:mm)<br/>13:00 + 6:00<br/>Additional 1/3rd Duration</p> <p><b>Corresponding NOS Code</b><br/>RAS / N0124</p> | <p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Acknowledge promptly and politely customers’</li> <li>• requests for information and advice.</li> <li>• Identify the customer’s needs for information and advice.</li> <li>• Communicate information and advice to customers in ways they can understand.</li> <li>• Provide relevant, complete, accurate and up-to-date information and advice to customers.</li> <li>• Check politely that the information and advice provided meets the customer’s needs.</li> <li>• Find other ways to help the customer when the information and advice given is not satisfactory.</li> <li>• Refer requests for information or advice to the right person when he/she cannot help the customer.</li> <li>• Identify the nature of the complaint from information obtained from customers.</li> <li>• Acknowledge the complaint clearly and accurately and apologise to the customer.</li> <li>• Follow legal requirements and company policies and procedures for dealing with complaints.</li> <li>• Promptly refer compliants to the right person &amp; explain the referral procedure clearly to the customer, when it is beyond his/her responsibility to sort them.</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> </ul> <p>The learners should be able to apply knowledge of:</p> | <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 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</p> | <p>Any of the following tools may be used</p> <ul style="list-style-type: none"> <li>• Optical Character Recognition (OCR)</li> <li>• Clear View+ Speech, Zoom Ex,</li> <li>• Kurzweil, ABBY Fine Reader Tesseract Non-Visual Desk Access (NVDA)</li> <li>• Job Access with Speech (JAWS),</li> <li>• DAISY players</li> <li>• DAISY (Digital Accessible Information System)</li> </ul> |
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|  |  | <ul style="list-style-type: none"> <li>• Identifying the customer's needs for information and advice.</li> <li>• Giving clear and accurate information and check the customer understands you.</li> <li>• Whom to approach for help if you cannot provide information and advice yourself.</li> <li>• Why it is important to keep customer loyalty and confidence.</li> <li>• Maintaining customer loyalty and confidence while dealing with requests for information and advice.</li> <li>• Company policy on customer service and how this applies to giving information and advice to customers.</li> <li>• Managing angry customers.</li> <li>• Responsibility for sorting out complaints.</li> <li>• Escalation for problems you cannot resolve</li> <li>• Assessing complaints and deciding what action to take.</li> <li>• When he/she should refuse to accept returned goods.</li> <li>• Keeping customer loyalty and confidence when dealing with complaints.</li> <li>• Rights of the customer and the trader, including legal rights and duties under relevant laws.</li> <li>• Company policy on customer service and how this applies to dealing with complaints.</li> <li>• Relevant information about the products and services he/she sells (Elective Standards would apply)</li> </ul> |  |  |
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| <p>15</p> | <p><b>To create a positive image of self &amp; organisation in the customers mind</b></p> <p><b>Theory Duration</b><br/>(hh:mm)<br/>13:00</p> <p><b>Practical Duration</b><br/>(hh:mm)<br/>13:00 + 6:00<br/>Additional 1/3rd Duration</p> <p><b>Corresponding NOS Code</b><br/>RAS / N0130</p> | <p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Meet the organisation's standards of appearance and behaviour.</li> <li>• Greet customers respectfully and in a friendly manner.</li> <li>• Communicate with customers in a way that makes them feel valued and respected.</li> <li>• Identify and confirm the customer's expectations.</li> <li>• Treat customers courteously and helpfully at all times.</li> <li>• Keep customers informed and reassured.</li> <li>• Adapt his/her behaviour to respond effectively to different customer behavior.</li> <li>• Respond promptly to a customer seeking assistance.</li> <li>• Select the most appropriate way of communicating with customers.</li> <li>• Check with customers that he/she has fully understood their expectations.</li> <li>• Respond promptly and positively to customers' questions and comments.</li> <li>• Allow customers time to consider his/her response and give further explanation when appropriate.</li> <li>• Quickly locate information that will help customers.</li> <li>• Give customers the information they need about the services or products offered by the organization.</li> <li>• Recognise information that customers might find complicated and check whether they fully understand.</li> <li>• Explain clearly to customers any reasons why their needs or expectations cannot be met.</li> <li>• Organisation's standards for appearance and behaviour.</li> <li>• Organisation's guidelines for how to recognize what customers want and respond appropriately.</li> <li>• Organisation's rules and procedures regarding the methods of communication used.</li> <li>• How to recognise 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>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, Danglers, Wobblers, Hangers, Fixtures, Banners, Posters, POS 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"> <li>• Optical Character Recognition (OCR)</li> <li>• Clear View+ Speech, Zoom Ex,</li> <li>• Kurzweil, ABBY Fine Reader</li> <li>• Tesseract Non-Visual Desk Access (NVDA)</li> <li>• Job Access with Speech (JAWS),</li> <li>• DAISY players</li> <li>• DAISY (Digital Accessible Information System)</li> </ul> |
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| <p>16</p> | <p><b>To work effectively in a retail team</b></p> <p><b>Theory Duration</b><br/>(hh:mm)<br/>10:00</p> <p><b>Practical Duration</b><br/>(hh:mm)<br/>09:00 + 4:00<br/>Additional 1/3rd Duration</p> <p><b>Corresponding NOS Code</b><br/>RAS / N0137</p> | <p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Display courteous and helpful behavior 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.</li> <li>• 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 antidiscrimination, 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> </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>• How to ask questions to identify and confirm requirements?</li> <li>• How to follow routine instructions through clear and direct communication.</li> </ul> | <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 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</p> | <p>Any of the following tools may be used</p> <ul style="list-style-type: none"> <li>• Optical Character Recognition (OCR)</li> <li>• Clear View+ Speech, Zoom Ex,</li> <li>• Kurzweil, ABBY Fine Reader Tesseract Non-Visual Desk Access (NVDA)</li> <li>• Job Access with Speech (JAWS),</li> <li>• DAISY players</li> <li>• DAISY (Digital Accessible Information System)</li> </ul> |
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|  |   | <ul style="list-style-type: none"> <li>• How to use language and concepts appropriate to cultural differences?</li> <li>• How to 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.</li> </ul>  |  |  |
|  | <p><b>Total Duration</b></p> <p><b>Theory Duration</b><br/><b>207.00</b></p> <p><b>Practical Duration</b><br/><b>393.00</b></p> | <p><b>Unique Equipment Required:</b></p> <ul style="list-style-type: none"> <li>• Display Racks - Gondola / Shelves</li> <li>• Display/Boards/ Standees for product categories and offers (Different Types)</li> <li>• Calculator</li> <li>• Stock Almirah</li> <li>• Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine)</li> <li>• Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags</li> <li>• VM elements Display (LED Lightbox), (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Signage Board; Offer/Policy Signage)</li> <li>• Shopping Basket/Shopping Cart</li> <li>• Dummy Fire Extinguishers</li> </ul> |  |  |

**Grand Total Course Duration: 600 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       | <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>• 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> </ul>                       |
| 3       | <b>Minimum Educational Qualifications</b>                                  | 12th pass or Retail Diploma/Graduate.   |
| 4a      | <b>Domain Certification</b>  | 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      | <b>Platform Certification</b>  | Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “MEP/Q0102”. Minimum accepted score of 80% as per SSC guidelines.  |
| 4c      | <b>Disability specific Top Up module</b>                                   | 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.   |
| 4d      | <b>Specific Requirement for Persons with Speech and Hearing Impairment</b> | The Inclusive Trainer should be certified in Disability Specific Top Up on Visual Impairment conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines. A Diploma in Computer Education (Visual Impairment)-D.C.E. (VI) offered by Rehabilitation Council of India, Ministry of Social Justice and Empowerment is preferred.  |
| 5       | <b>Experience</b>  | <ul style="list-style-type: none"> <li>• 12th pass with 4 years’ experience in Retail Store Operations or Sales including minimum 1 year of supervisory experience OR</li> <li>• 12th pass with 4 years of experience in Retail Store Operations or Sales including minimum 1 year of training experience OR</li> <li>• Retail Diploma/Graduate with 2 years of experience in Retail Store Operations or Sales including minimum 1 year of supervisory experience OR</li> <li>• Retail Diploma/Graduate with 2 years of experience in Retail Store Operations or Sales including minimum 1 year of training experience</li> </ul> |

## Annexure: Assessment Criteria

Refer to the QP for the assessment criteria.

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## Accommodation Guidelines recommended for Inclusive Trainers

### **Persons with Low Vision**

#### **Characteristics**

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

- The learning happens through non-visual modes mostly by touch, hence it is recommended to use real, concrete materials.
- Listening will include greater use of detailed and descriptive instructions.
- Training which relates to understanding of smell and taste real & concrete material should be used e.g. job role of pickle-making technician may include training on smell and taste.

#### **Guidelines for Trainers**

- Low Vision assessment is recommended before training Persons with Low Vision. Low Vision assessment helps to assess the right training requirements for a Person with Low Vision. Please note: Low Vision assessment is different from a clinical eye exam. While the clinical procedure focuses on diagnoses and management of the eye disease, the priority in Low Vision assessment is to enable an individual utilize his or her residual vision to its maximum potential. After the assessment, the person will be clear about the devices (optical or non-optical) that will work the best for her/him. The assessment can be done from any centre that is designated for Low Vision assessment.
- Facilitate the use of existing visual skills wherever/whenever you can by making the candidate sit closer to the board.
- There should be appropriate lighting and contrast colors in the work area.
- Reserve a seat in the front row of the classroom (or, closer to the teacher). • Keep the passages and available open spaces in the classroom clear.
- When speaking with the student specifically, address her/him by name.
- Modify/adapt assignments.
- Use educational aids like talking books, tape-recorders, use of colour, contrast and texture.
- Minimize noise so that student can hear you speak
- When speaking, face the class.
- If you feel the student is not attentive, touch her/ him on the shoulder or arm to draw attention; this also helps in indicating to the student that you are including her/him in your instructions and discussions.
- Provide large print versions when needed so that the student can follow the classroom's text based teaching and lessons along with the sighted peers.