

# Model Curriculum

## Retail Sales Associate

**SECTOR : RETAIL**

**SUB-SECTOR : RETAIL OPERATIONS**

**OCCUPATION : STORE OPERATIONS**

**REF. ID : RAS/Q0104 VERSION 2.0**

**NSQF LEVEL : 3**

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# Retail Sales Associate

## Curriculum / Syllabus

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

Program Name	Retail Sales Associate		
Qualification Pack Name & Reference ID.	Retail Sales Associate RAS/Q0104 VERSION 2.0		
Version No.	2.0	Version Update Date	27-11-2021
Pre-requisites to Training	10th Standard Pass OR ITI Pass (After 8 <sup>th</sup> Standard)		
Training Outcomes	<b>After completing this programme, participants will be able to:</b> <ul style="list-style-type: none"> <li>Process credit applications for purchases</li> <li>Help keep the store secure</li> <li>Help maintain healthy and safety</li> <li>Demonstrate products to customers</li> <li>Help customers choose right products</li> <li>Provide specialist support to customers facilitating purchases</li> <li>Maximise sales of goods &amp; services</li> <li>Provide personalised sales &amp; post-sales service support</li> <li>Create a positive image of self &amp; organisation in the customers mind</li> <li>Resolve customer concerns</li> <li>Organise the delivery of reliable service</li> <li>Improve customer relationship</li> <li>Monitor and solve service concerns</li> <li>Promote continuous improvement in service</li> <li>Work effectively in a retail team</li> <li>Work effectively in an organisation</li> </ul>		

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

Sr. No.	Module	Key Learning Outcomes	Equipment Required
1	<b>To process credit applications for purchases</b>  <b>Theory Duration</b> (hh:mm) 06:00  <b>Practical Duration</b> (hh:mm) 06:00  <b>Corresponding NOS Code</b> RAS / N0114	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Identify the customer's needs for credit facilities.</li> <li>Clearly explain to the customer the features and conditions of credit facilities.</li> <li>Provide enough time and opportunities for the customer to ask for clarification or more information.</li> <li>Accurately fill in the documents needed to allow the customer to get credit.</li> <li>Successfully carry out the necessary credit checks and authorisation procedures.</li> <li>Promptly refer difficulties in processing applications to the right person.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>The features and conditions of the credit facilities offered by the company.</li> <li>Legal and company requirements for giving information to customers when offering them credit facilities.</li> <li>Legal and company procedures for carrying out credit checks and getting authorisation for credit facilities.</li> <li>Whom to approach for advice and help in sorting out difficulties in processing applications.</li> <li>How to determine the credit worthiness of an individual by using appropriate techniques and tools.</li> </ul>	Display Racks - Gondola / Shelves, Display/Boards/ Standaes 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
2	<b>To help keep the store secure</b>  <b>Theory Duration</b> (hh:mm) 06:00  <b>Practical Duration</b> (hh:mm) 06:00  <b>Corresponding NOS Code</b> RAS / N0120	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Take prompt and suitable action to reduce security risks as far as possible, where it is within the limits of his/her responsibility and authority to do so.</li> <li>Follow company policy and legal requirements when dealing with security risks.</li> <li>Recognise when security risks are beyond his/her authority and responsibility to sort out, and report these risks promptly to the right person.</li> <li>Use approved procedures and techniques for protecting personal safety when security risks arise.</li> <li>Follow company policies and procedures for maintaining security while working.</li> <li>Follow company policies and procedures for making sure that security will be maintained when he/she goes on breaks and when he/she finishes work.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>The types of security risk that can arise in the workplace.</li> <li>With how much authority and responsibility he/she has to deal security risks, including legal rights and duties.</li> </ul>	Display Racks - Gondola / Shelves, Display/Boards/ Standaes 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,

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		<ul style="list-style-type: none"> <li>The company policy and procedures for dealing with security risks in the workplace.</li> <li>Whom to report security risks to, and how to contact them.</li> <li>The company policies and procedures for maintaining security while working.</li> <li>The company policies and procedures for making sure that security will be maintained when you go on your breaks and when you finish work.</li> <li>Approved procedures and techniques for ensuring personal safety when security risks arise.</li> </ul>	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
3	<b>To help maintain health and safety</b>  <b>Theory Duration</b> (hh:mm) 06:00  <b>Practical Duration</b> (hh:mm) 06:00  <b>Corresponding NOS Code</b> RAS / N0122	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Follow company procedures and legal requirements for dealing with accidents and emergencies.</li> <li>Speak and behave in a calm way while dealing with accidents and emergencies.</li> <li>Report accidents and emergencies promptly, accurately and to the right person.</li> <li>Recognize when evacuation procedures have been started and follow company procedures for evacuation.</li> <li>Follow the health and safety requirements laid down by the company and by law, and encourage colleagues to do the same.</li> <li>Promptly take the approved action to deal with risks if he/she is authorised to do so.</li> <li>Report risks promptly to the right person, if he/she does not have the authority.</li> <li>Use equipment and materials in line with the manufacturer's instructions.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Company procedures and legal requirements for dealing with accidents and emergencies.</li> <li>How to report accidents and emergencies to promote health and safety.</li> <li>Legal and company requirements for reporting accidents and emergencies.</li> <li>Company procedures for evacuation, including how the alarm is raised and where emergency exits and assembly points are.</li> <li>Health and safety requirements laid down by the company and by law.</li> <li>Setting a good example contributing to health and safety in the workplace.</li> <li>Authority and responsibility for dealing with health and safety risks, and the importance of not taking on more responsibility than he/she is authorised to.</li> <li>Approved procedures for dealing with health and safety risks.</li> <li>How to find instructions for using equipment and materials.</li> </ul>	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

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		<ul style="list-style-type: none"> <li>Techniques for speaking and behaving in a calm way while dealing with accidents and emergencies.</li> <li>Emergency response techniques.</li> <li>Using machinery and escape methods to have minimal loss to material and life.</li> </ul>	
4	<b>To demonstrate products to customers</b>  <b>Theory Duration</b> (hh:mm) 09:00  <b>Practical Duration</b> (hh:mm) 09:00  <b>Corresponding NOS Code</b> RAS / N0125	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Prepare the demonstration area and check that it can be used safely.</li> <li>Check whether the required equipment and products for demonstration are in place.</li> <li>Demonstrate products clearly and accurately to customers.</li> <li>Present the demonstration in a logical sequence of steps and stages.</li> <li>Cover all the features and benefits he/she thinks are needed to gain the customer's interest.</li> <li>Promptly clear away the equipment and products at the end of the demonstration and connect with the customer.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>How to prepare the demonstration area effectively and checking it is safe.</li> <li>How to organise demonstrations into logical steps and stages, and how this makes demonstrations more effective.</li> <li>How to communicate clear and accurate information during demonstrations.</li> <li>How to clear equipment and products away promptly at the end of the demonstration and connect with the customer.</li> <li>The importance of demonstrations in promoting and selling products.</li> <li>Features and benefits of the products he/she is responsible for demonstrating.</li> <li>Applicable warranty, replacement / repair.</li> <li>Annual maintenance costs (if applicable).</li> </ul>	Display Racks - Gondola / Shelves, Display/Boards/ Standaes 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
5	<b>To help customers choose right products</b>  <b>Theory Duration</b> (hh:mm) 11:00  <b>Practical Duration</b> (hh:mm) 11:00  <b>Corresponding NOS Code</b>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Find out which product features and benefits interest individual customers and focus on these when discussing products.</li> <li>Describe and explain clearly and accurately relevant product features and benefits to customers.</li> <li>Compare and contrast products in ways that help customers choose the product that best meets their needs.</li> <li>Check customers' responses to his/her explanations, and confirm their interest in the product.</li> <li>Encourage customers to ask questions &amp; respond to their questions, comments &amp; objections in ways that promote sales &amp; goodwill.</li> <li>Identify suitable opportunities to tell the customer about associated or additional products and do so in a way that promotes sales and goodwill.</li> </ul>	Display Racks - Gondola / Shelves, Display/Boards/ Standaes 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,

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	RAS / N0126	<ul style="list-style-type: none"> <li>Constantly check the store for security, safety and potential sales whilst helping customers.</li> <li>Give customers enough time to evaluate products and ask questions.</li> <li>Handle objections and questions in a way that promotes sales and keeps the customer's confidence.</li> <li>Identify the need for additional and associated products and take the opportunity to increase sales.</li> <li>Clearly acknowledge the customer's buying decisions.</li> <li>Clearly explain any customer rights that apply.</li> <li>Clearly explain to the customer where to pay for their purchases.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>How to promote sales and goodwill.</li> <li>How to help customers choose products.</li> <li>How to explain product features and benefits to customers in ways that they understand and find interesting.</li> <li>How to check and interpret customer responses.</li> <li>How to adapt explanations and respond to questions and comments in ways that promote sales and goodwill.</li> <li>How to encourage customers to ask for clarification and more information.</li> <li>The risks of not paying attention to the store, in terms of security, safety and lost sales.</li> <li>How to recognise buying signals from customers.</li> <li>How to handle objections and questions confidently and effectively.</li> <li>Legal rights and responsibilities of retailers and customers to do with returning of unsatisfactory goods.</li> <li>Techniques for closing the sale.</li> <li>Product features and benefits.</li> </ul>	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
6	<b>To provide specialist support to customers facilitating purchases</b>  <b>Theory Duration (hh:mm)</b> 11:00	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Talk to customers politely and in ways that promote sales and goodwill.</li> <li>Use the information given by the customer to find out what they are looking for.</li> <li>Help the customer understand the features and benefits of the products they have shown an interest in.</li> <li>Explain clearly and accurately the features and benefits of products and relate these to the customer's needs.</li> <li>Promote the products that give the best match between the customer's needs and the store's need to make sales.</li> </ul>	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



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	<b>Practical</b> <b>Duration</b> (hh:mm) 11:00  <b>Corresponding</b> <b>NOS Code</b> RAS / N0127	<ul style="list-style-type: none"> <li>Spot and use suitable opportunities to promote other products where these will meet the customer's needs.</li> <li>Control the time he/she spends with the customer to match the value of the prospective purchase.</li> <li>Constantly check the store for safety, security and potential sales while helping individual customers.</li> <li>Find out if the customer is willing to see a demonstration.</li> <li>Set up demonstrations safely and in a way that disturbs other people as little as possible.</li> <li>Check whether he/she has everything needed to give an effective demonstration.</li> <li>Give demonstrations that clearly show the use and value of the product.</li> <li>Offer customers the opportunity to use the product themselves, where appropriate.</li> <li>Give customers enough chance to ask questions about the products or services he/she is demonstrating to them.</li> <li>Check that the store will be monitored for security, safety and potential sales while he/she is carrying out demonstrations.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>How to help customers decide what to buy by comparing and contrasting the features, advantages and benefits of products for them.</li> <li>How the time of day affects customers' willingness to engage in conversation with a salesperson.</li> <li>How to give customers product information that is relevant to their individual needs and interests.</li> <li>How to find out which product features and benefits interest individual customers.</li> <li>How to adapt appropriate speech, body language and sales style to appeal to different kinds of customers.</li> <li>Company policy on customer service and how this applies to giving specialist information and advice to customers.</li> <li>How to set up safe and effective demonstrations of the specialist products he/she is responsible for promoting.</li> <li>Keeping the customer interested during demonstrations.</li> <li>Responding to the customer's comments and questions during demonstrations.</li> <li>Features and benefits of the specialist products.</li> <li>Advantages compared with similar products offered by competitors.</li> <li>Up to date product knowledge.</li> <li>The importance of demonstrations in promoting and selling products.</li> </ul>	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



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7	<b>To maximise sales of goods &amp; services</b>  <b>Theory Duration</b> (hh:mm) 11:00  <b>Practical Duration</b> (hh:mm) 11:00  <b>Corresponding NOS Code</b> RAS / N0128	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Identify promotional opportunities and estimate their potential to increase sales.</li> <li>Identify promotional opportunities which offer the greatest potential to increase sales.</li> <li>Report promotional opportunities to the right person.</li> <li>Fill in the relevant records fully and accurately.</li> <li>Tell customers about promotions clearly and in a persuasive way.</li> <li>Identify and take the most effective actions for converting promotional sales into regular future sales.</li> <li>Gather relevant and accurate information about the effectiveness of promotions, and communicate this information clearly to the right person.</li> <li>Record clearly and accurately the results of promotions.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Seasonal trends and how they affect opportunities for sales.</li> <li>How to estimate and compare the potential of promotional opportunities to increase sales.</li> <li>Whom to approach about the identified promotional opportunities.</li> <li>Techniques for building customers' interest in regularly buying in future the product you are promoting.</li> <li>How to evaluate and record the results of promotions.</li> <li>The difference between the features and benefits of products.</li> <li>How to promote the features and benefits of products to customers.</li> <li>Techniques of encouraging customers to buy the product being promoted.</li> </ul>	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
8	<b>To provide personalised sales &amp; post-sales service support</b>  <b>Theory Duration</b> (hh:mm) 11:00  <b>Practical Duration</b> (hh:mm) 11:00  <b>Corresponding NOS Code</b>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Use available information in the client records to help prepare for consultations.</li> <li>Check whether the work area is clean and tidy and that all the required equipment are in hand before starting a consultation.</li> <li>Quickly create a rapport with the client at the start of the consultation.</li> <li>Talk and behave towards the client in ways that project the company image effectively.</li> <li>Ask questions to understand the client's buying needs, preferences and priorities.</li> <li>Tactfully check, where appropriate, how much the client wants to spend.</li> <li>Explain clearly to the client the features and benefits of the recommended products or services and relate these to the client's individual needs.</li> </ul>	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,

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	RAS / N0129	<ul style="list-style-type: none"> <li>Identify suitable opportunities to sell additional or related products or services that are suited to the client's needs.</li> <li>Make recommendations to the client in a confident and polite way and without pressurising them.</li> <li>Pace client consultations to make good use of the selling time while maintaining good relations with the client.</li> <li>Meet the company's customer service standards while dealing with the client</li> <li>Follow the company's procedures for keeping client records up-to-date.</li> <li>Record client information accurately and store it in the right places in the company's system.</li> <li>Keep client information confidential and share it only with people who have a right to it.</li> <li>Keep to clients' wishes as to how and when they may be contacted.</li> <li>Follow the company's policy and procedures for contacting clients.</li> <li>Tell clients promptly and offer any other suitable products or services, where promises cannot be kept.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Company's desired image and how to project this to clients.</li> <li>How to use information in client records to prepare for client visits.</li> <li>How to create and maintain a rapport with clients, both new and existing.</li> <li>The types of question to ask clients to find out about their buying needs, preferences and priorities.</li> <li>How to ask clients tactfully how much they want to spend.</li> <li>How to relate the features and benefits of products or services to the client's needs.</li> <li>How to identify suitable opportunities to sell additional or related products.</li> <li>How to recommend clients in a way that encourages them to accept the recommendation, without pressurising them.</li> <li>How to balance the need to make immediate sales with the need to maintain good business relations with the client, and how to do so.</li> <li>Company's customer service standards and how to apply these when providing a personalised service to clients.</li> <li>How to keep client records up-to-date and store them correctly.</li> <li>Company procedures for updating client records.</li> <li>Company systems and procedures for recording and storing client information.</li> <li>Relevant aspects of the data protection laws and company policy for client confidentiality.</li> <li>How to keep one's promises to clients</li> </ul>	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

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		<ul style="list-style-type: none"> <li>Brands and services, including seasonal trends, new brands or services, promotions, stock levels, competitor comparisons, and additional services such as store cards, gift wrapping or delivery.</li> </ul>	
9	<p><b>To create a positive image of self &amp; organisation in the customers mind</b></p> <p><b>Theory Duration</b> (hh:mm) 11:00</p> <p><b>Practical Duration</b> (hh:mm) 11:00</p> <p><b>Corresponding NOS Code</b> RAS / N0130</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Meet 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 customer's expectations.</li> <li>Treat customers courteously and helpfully at all times.</li> <li>Keep customers informed and reassured.</li> <li>Adapt appropriate behaviour to respond effectively to different customer behaviour.</li> <li>Respond promptly to a customer seeking assistance.</li> <li>Select the most appropriate way of communicating with customers.</li> <li>Check with customers to ensure complete understanding of 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 organisation.</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> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Organisation's standards for appearance and behaviour.</li> <li>Organisation's guidelines for how to recognise what customers want and respond appropriately.</li> <li>Organisation's rules and procedures regarding the methods used for communication.</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 (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>

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10	<b>To resolve customer concerns</b>  <b>Theory Duration</b> (hh:mm) 11:00  <b>Practical Duration</b> (hh:mm) 11:00  <b>Corresponding NOS Code</b> RAS / N0132	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Identify the options for resolving a customer service problem.</li> <li>Work with others to identify and confirm the options to resolve a customer service problem.</li> <li>Work out the advantages and disadvantages of each option for customers and the organisation.</li> <li>Pick the best option for customers and the organisation.</li> <li>Identify for customers, other ways that problems may be resolved if you are unable to help.</li> <li>Identify the options for resolving a customer service problem.</li> <li>Work with others to identify and confirm the options to resolve a customer service problem.</li> <li>Work out the advantages and disadvantages of each option for your customer and your organisation.</li> <li>Pick the best option for your customer and your organisation.</li> <li>Identify for your customer other ways that problems may be resolved if you are unable to help.</li> <li>Discuss and agree the options for solving the problem with customers.</li> <li>Take action to implement the option agreed with the customer.</li> <li>Work with others and the customer to make sure that any promises related to solving the problem are kept.</li> <li>Keep customers fully informed about what is happening to resolve problem.</li> <li>Check with customers to make sure the problem has been resolved to their satisfaction.</li> <li>Give clear reasons to customers when the problem has not been resolved to their satisfaction.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>The importance of listening carefully to customers about problems they have raised.</li> <li>How to ask customers about the problem to check one's understanding.</li> <li>How to recognise repeated problems and alerting appropriate authority.</li> <li>How to share customer feedback with others to identify potential problems before they happen.</li> <li>How to identify problems with systems and procedures before they begin to affect customers.</li> </ul>	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
11	<b>To organise the delivery of reliable service</b>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Plan, prepare and organise everything that is needed to deliver a variety of services or products to different types of customers.</li> <li>Organise what he/she does to ensure consistency in giving prompt attention to customers.</li> <li>Reorganise his/her work to respond to unexpected additional workloads.</li> </ul>	Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah,

Sr. No.	Module	Key Learning Outcomes	Equipment Required
	<b>Theory Duration</b> (hh:mm) 08:00  <b>Practical Duration</b> (hh:mm) 08:00  <b>Corresponding NOS Code</b> RAS / N0133	<ul style="list-style-type: none"> <li>✓ Maintain service delivery during very busy periods and unusually quiet periods and when systems, people or resources have let you down.</li> <li>✓ Consistently meet customers' expectations.</li> <li>✓ Balance the time he/she takes with customers with the demands of other customers seeking attention.</li> <li>✓ Respond appropriately to customers when they make comments about the products or services being offered.</li> <li>✓ Alert others to repeated comments made by customers.</li> <li>✓ Take action to improve the reliability of his/her service based on customer comments.</li> <li>✓ Monitor whether the action taken has improved the service given to customers.</li> <li>✓ Record and store customer service information accurately following organisational guidelines.</li> <li>✓ Select and retrieve customer service information that is relevant, sufficient and in an appropriate format.</li> <li>✓ Quickly locate information that will help solve a customer's query.</li> <li>✓ Supply accurate customer service information to others using the most appropriate method of communication.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>✓ The importance of having reliable and fast information for customers and the organisation.</li> <li>✓ Organisational procedures and systems for delivering customer service</li> <li>✓ How to identify useful customer feedback.</li> <li>✓ How to communicate feedback from customers to others.</li> <li>✓ Organisational procedures and systems for recording, storing, retrieving and supplying customer service information.</li> <li>✓ Legal and regulatory requirements regarding the storage of data.</li> <li>✓ How to use CRM software to capture customer feedback and draw.</li> </ul>	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
12	<b>To improve customer relationship</b>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>✓ Select and use the best method of communication to meet customers' expectations.</li> <li>✓ Take the initiative to contact customers to update them when things are not going as per plan or when further information is required.</li> <li>✓ Adapt appropriate communication to respond to individual customers' feelings.</li> <li>✓ meet customers' expectations within the organisation's service offer</li> </ul>	Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almira,

Sr. No.	Module	Key Learning Outcomes	Equipment Required
	<b>Theory Duration</b> (hh:mm) 11:00  <b>Practical Duration</b> (hh:mm) 11:00  <b>Corresponding NOS Code</b> RAS / N0134	<ul style="list-style-type: none"> <li>Explain the reasons to customers sensitively and positively when their expectations cannot be met.</li> <li>Identify alternative solutions for customers either within or outside the organisation.</li> <li>Identify the costs and benefits of these solutions to the organisation and to customers.</li> <li>Negotiate and agree solutions with customers which satisfy them and are acceptable to the organisation.</li> <li>Take action to satisfy customers with the agreed solution.</li> <li>Make extra efforts to improve his/her relationship with customers.</li> <li>Recognise opportunities to exceed customers' expectations.</li> <li>Take action to exceed customers' expectations within the limits of his/her authority.</li> <li>Gain the help and support of others to exceed customers' expectations</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>How to make best use of the method of communication chosen for dealing with customers.</li> <li>How to negotiate effectively with customers.</li> <li>How to assess the costs and benefits to customers and the organisation of any unusual agreement made.</li> <li>Customer loyalty and/or improved internal customer relationships to the organisation</li> </ul>	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
13	<b>To monitor and solve service concerns</b>  <b>Theory Duration</b> (hh:mm) 08:00  <b>Practical Duration</b> (hh:mm) 08:00  <b>Corresponding NOS Code</b> RAS / N0135	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Respond positively to customer service problems following organizational guidelines.</li> <li>Solve customer service problems when he/she has sufficient authority.</li> <li>Work with others to solve customer service problems.</li> <li>Keep customers informed of the actions being taken.</li> <li>Check with customers that they are comfortable with the actions being taken.</li> <li>Solve problems with service systems and procedures that might affect customers before they become aware of them.</li> <li>Inform managers and colleagues of the steps taken to solve specific problems.</li> <li>Identify repeated customer service problems.</li> <li>Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option.</li> <li>Work with others to select best options for solving repeated customer service problems, balancing customer expectations with the needs of the organisation</li> </ul>	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),



Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<ul style="list-style-type: none"> <li>Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated.</li> <li>Action the agreed solution.</li> <li>Keep customers informed in a positive and clear manner of steps being taken to solve any service problems.</li> <li>Monitor the changes that have been made and adjust them if appropriate.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Organisational procedures and systems for dealing with customer service problems.</li> <li>Organisational procedures and systems for identifying repeated customer service problems.</li> <li>How successful resolution of customer service problems contributes to customer loyalty with external customer &amp; improved working relationships with service partners or internal customers.</li> <li>How to negotiate with and reassure customers while their problems are being solved.</li> </ul>	Shopping Basket/Shopping Cart, Dummy Fire Extinguishers
14	<p><b>To promote continuous improvement in service</b></p> <p><b>Theory Duration</b> (hh:mm) 08:00</p> <p><b>Practical Duration</b> (hh:mm) 08:00</p> <p><b>Corresponding NOS Code</b> RAS / N0136</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Gather feedback from customers that will help identify opportunities for customer service improvement.</li> <li>Analyse and interpret feedback to identify opportunities for customer service improvements and propose changes.</li> <li>Discuss with others the potential effects of any proposed changes for customers and the organisation.</li> <li>Negotiate changes in customer service systems &amp; improvements with somebody of sufficient authority to approve trial / full implementation of the change</li> <li>Organise the implementation of authorised changes.</li> <li>Implement the changes following organisational guidelines.</li> <li>Inform people inside and outside the organisation who need to know of the changes being made and the reasons for them.</li> <li>Monitor early reactions to changes and make appropriate fine-tuning adjustments.</li> <li>Collect and record feedback on the effects of changes.</li> <li>Analyse and interpret feedback and share the findings on the effects of changes with others.</li> <li>Summarise the advantages and disadvantages of the changes.</li> <li>Use your analysis and interpretation of changes to identify opportunities for further improvement.</li> <li>Present these opportunities to somebody with sufficient authority to make them happen.</li> </ul>	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



Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Service improvements affecting the balance between overall customer satisfaction, costs of providing service &amp; regulatory needs.</li> <li>How customer experience is influenced by the way service is delivered.</li> <li>How to collect, analyse and present customer feedback.</li> <li>How to make a business case to others to bring about change in the products or services being offered.</li> </ul>	
15	<p><b>To work effectively in a retail team</b></p> <p><b>Theory Duration</b> (hh:mm) 06:00</p> <p><b>Practical Duration</b> (hh:mm) 06:00</p> <p><b>Corresponding NOS Code</b> RAS / N0137</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Display courteous and helpful behaviour at all times.</li> <li>Take opportunities to enhance the level of assistance offered to colleagues.</li> <li>Meet all reasonable requests for assistance within acceptable workplace timeframes.</li> <li>Complete allocated tasks as required.</li> <li>Seek assistance when difficulties arise.</li> <li>Use questioning techniques to clarify instructions or responsibilities.</li> <li>Identify and display a non discriminatory attitude in all contacts with customers and other staff members.</li> <li>Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact.</li> <li>Follow personal hygiene procedures according to organisational policy and relevant legislation.</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>Ask questions to identify and confirm requirements.</li> <li>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 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>

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<ul style="list-style-type: none"> <li>Use language and concepts appropriate to cultural differences.</li> <li>Use and interpret non-verbal communication.</li> <li>The scope of information or materials required within the parameters of the job role.</li> <li>The consequences of poor team participation on job outcomes.</li> <li>Work health and safety requirements.</li> </ul>	
16	<b>To work effectively in your organisation</b>  <b>Theory Duration</b> (hh:mm) 06:00  <b>Practical Duration</b> (hh:mm) 06:00  <b>Corresponding NOS Code</b> RAS / N0138	The learners should be able to: <ul style="list-style-type: none"> <li>Share work fairly with colleagues, taking account of own and others' preferences, skills and time available.</li> <li>Make realistic commitments to colleagues and do what has been promised.</li> <li>Let colleagues know promptly if he/she will not be able to do what has been promised and suggest suitable alternatives.</li> <li>Encourage and support colleagues when working conditions are difficult.</li> <li>Encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect.</li> <li>Follow the company's health and safety procedures while working</li> <li>Discuss and agree with the right people goals that are relevant, realistic and clear.</li> <li>Identify the knowledge and skills needed to achieve his/her goals.</li> <li>Agree action points and deadlines that are realistic, taking account of past learning experiences and the time and resources available for learning.</li> <li>Regularly check his/her progress and, when necessary, change the way of working.</li> <li>Ask for feedback on his/her progress from those in a position to give it, and use their feedback to improve his/her performance.</li> <li>Encourage colleagues to ask him/her for work-related information or advice that he/she is likely to be able to provide.</li> <li>Notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice.</li> <li>Give clear, accurate and relevant information and advice relating to tasks and procedures.</li> <li>Explain and demonstrate procedures clearly, accurately and in a logical sequence.</li> <li>Encourage colleagues to ask questions if they don't understand the information and advice given to them.</li> <li>Give colleagues opportunities to practice new skills, and give constructive feedback.</li> <li>Check that health, safety and security are not compromised when helping others to learn.</li> </ul>	Display Racks - Gondola / Shelves, Display/Boards/ Standaes 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, Dangles, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Team's purpose, aims and targets.</li> <li>Responsibility for contributing to the team's success.</li> <li>Colleagues' roles and main responsibilities.</li> <li>The importance of sharing work fairly with colleagues.</li> <li>The factors that can affect own and colleagues' willingness to carry out work,</li> <li>Including skills and existing workload.</li> <li>The importance of being a reliable team member.</li> <li>Factors to take account of when making commitments, including your existing.</li> <li>Workload and the degree to which interruptions and changes of plan are within your control.</li> <li>The importance of maintaining team morale, the circumstances when morale is likely to flag, and the kinds of encouragement and support that are likely to be valued by colleagues.</li> <li>The importance of good working relations, and techniques for removing tension between colleagues.</li> <li>The importance of following the company's policies and procedures for health and safety, including setting a good example to colleagues.</li> <li>Who can help set goals, help plan your learning, and give you feedback about your progress.</li> <li>How to identify the knowledge and skills he/she will need to achieve his/her goals.</li> <li>How to check his/her progress.</li> <li>How to adjust plans as needed to meet goals.</li> <li>How to ask for feedback on progress.</li> <li>How to respond positively.</li> <li>How to help others to learn in the workplace.</li> <li>How to work out what skills and knowledge he/she can usefully share with others.</li> <li>Health, safety and security risks that are likely to arise when people are learning on the job, and how to reduce these risks.</li> </ul>	
	<b>Total Duration</b>  <b>Theory Duration</b> <b>140.00</b>  <b>Practical</b> <b>Duration 140.00</b>	<b>Unique Equipment Required:</b> <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 Almira</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 (Mannequins - Full/Half Bust, Danglers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox), Signage Board; Offer /Policy Signage)</li> <li>Shopping Basket/Shopping Cart</li> <li>Dummy Fire Extinguishers</li> </ul>	

*Grand Total Course Duration: 280 Hours 00 Minutes*

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

## Trainer Prerequisites for Job role: “Retail Sales Associate” mapped to Qualification Pack: “RAS/Q0104 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 ensuring consistently high pass percentage.
2	<b>Personal Attributes</b>	Individual in this position should exhibit 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>	<b>Existing Trainers</b> <ul style="list-style-type: none"> <li>• 12th pass with 4 years of experience in Retail Store Operations or Sales including minimum 1 year of supervisory or training experience</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• Retail Diploma/Graduate with 2 years of experience in Retail Store Operations or Sales including minimum 1 year of supervisory or training experience</li> </ul> <b>New Trainers</b> <ul style="list-style-type: none"> <li>• 12th pass with 4 years of experience in Retail Store Operations or Sales</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• Retail Diploma/Graduate with 2 years of experience in Retail Store Operations or Sales</li> </ul>
4a	<b>Domain Certification</b>	Certified for Job Role: “Retail Sales Associate” mapped to QP “RAS/Q0104 VERSION 2.0”. Minimum accepted score of 80% or as per RASCI guidelines.
4b	<b>Platform Certification</b>	Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “MEP/Q2601”. Minimum accepted score of 80% or as per RASCI guidelines.
5	<b>Experience</b>	As specified above in the Minimum Educational Qualifications

## Annexure: Assessment Criteria

<b>Assessment Criteria for Retail Sales Associate</b>	
<b>Job Role</b>	<b>Retail Sales Associate</b>
<b>Qualification Pack</b>	<b>RAS/Q0104 VERSION 2.0</b>
<b>Sector Skill Council</b>	<b>Retailers Association's Skill Council of India</b>

<b>Sr. No.</b>	<b>Guidelines for Assessment</b>
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS
4	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5	Individual assessment agencies will create unique evaluations for skill practical for every student at each
6	To pass the Qualification Pack, every trainee should score a minimum of 50% of aggregate marks to
7	In case of <i>unsuccessful completion</i> , the trainee may seek reassessment on the Qualification Pack.

Compulsory NOS Total Marks: 100			Marks Allocation		
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
<b>RAS/N0114</b> To process credit applications for purchases	PC1. Identify the customer's needs for credit facilities.	100	15	7.5	7.5
	PC2. Clearly explain to the customer the features and conditions of credit facilities.		20	10	10
	PC3. Provide enough time and opportunities for the customer to ask for clarification or more information.		15	7.5	7.5
	PC4. Accurately fill in the documents needed to allow the customer to get credit.		20	10	10
	PC5. Successfully carry out the necessary credit checks and authorisation procedures.		15	7.5	7.5
	PC6. Promptly refer difficulties in processing applications to the right person		15	7.5	7.5
	Total		100	50	50
<b>RAS/N0120</b> To help keep the store secure	PC1. Take prompt and suitable action to reduce security risks as far as possible, where it is within the limits of your responsibility and authority to do so.	100	15	7.5	7.5
	PC2. Follow company policy and legal requirements when dealing with security risks.		20	10	10
	PC3. Recognise when security risks are beyond your authority and responsibility to sort out, and report these risks promptly to the right person.		15	7.5	7.5
	PC4. Use approved procedures and techniques for protecting your personal safety when security risks arise.		20	10	10
	PC5. Follow company policies and procedures for maintaining security while you work.		15	7.5	7.5
	PC6. Follow company policies and procedures for making sure that security will be maintained when he/she goes on your breaks and when he/she finishes work		15	7.5	7.5
	Total		100	50	50
<b>RAS/N0122</b> To help maintain healthy and safety	PC1. Follow company procedures and legal requirements for dealing with accidents and emergencies.	100	10	5	5
	PC2. Speak and behave in a calm way while dealing with accidents and emergencies.		10	5	5
	PC3. Report accidents and emergencies promptly, accurately and to the right person.		15	7.5	7.5
	PC4. Recognise when evacuation procedures have been started and follow company procedures for evacuation.		10	5	5
	PC5. Follow the health and safety requirements laid down by your company and by law, and encourage colleagues to do the same.		15	7.5	7.5
	PC6. Promptly take the approved action to deal with risks if he/she is authorised to do so.		10	5	5
	PC7. Report risks promptly to the right person, if he/she does not have the authority to deal with risks.		15	7.5	7.5
	PC8. Use equipment and materials in line with the manufacturer's instructions.		15	7.5	7.5
	Total		100	50	50



<b>RAS/N0125</b> <b>To</b> <b>demonstrate</b> <b>products to</b> <b>customers</b>	PC1. Prepare the demonstration area and check that it can be used safely.	100	15	7.5	7.5
	PC2. Check whether the required equipment and products for demonstration are in place.		15	7.5	7.5
	PC3. Demonstrate products clearly and accurately to customers.		20	10	10
	PC4. Present the demonstration in a logical sequence of steps and stages.		15	7.5	7.5
	PC5. Cover all the features and benefits he/she thinks are needed to gain the customer's interest.		15	7.5	7.5
	PC6. Promptly clear away the equipment and products at the end of the demonstration and connect with the customer		20	10	10
	Total		100	50	50
<b>RAS/N0126</b> <b>To help</b> <b>customers</b> <b>choose right</b> <b>products</b>	PC1. Find out which product features and benefits interest individual customers and focus on these when discussing products.	100	10	5	5
	PC2. Describe and explain clearly and accurately relevant product features and benefits to customers.		10	5	5
	PC3. Compare and contrast products in ways that help customers choose the product that best meets their needs.		5	2.5	2.5
	PC4. Check customers' responses to his/her explanations, and confirm their interest in the product.		5	2.5	2.5
	PC5. Encourage customers to ask questions & respond to their questions, comments & objections in ways that promote sales & goodwill.		5	2.5	2.5
	PC6. Identify suitable opportunities to tell the customer about associated or additional products and do so in a way that promotes sales and goodwill.		5	2.5	2.5
	PC7. Constantly check the store for security, safety and potential sales whilst helping customers.		10	5	5
	PC8. Give customers enough time to evaluate products and ask questions.		10	5	5
	PC9. Handle objections and questions in a way that promotes sales and keeps the customer's confidence.		10	5	5
	PC10. Identify the need for additional and associated products and take the opportunity to increase sales.		10	5	5
	PC11. Clearly acknowledge the customer's buying decisions.		10	5	5
	PC12. Clearly explain any customer rights that apply.		5	2.5	2.5
	PC13. Clearly explain to the customer where to pay for their purchases.		5	2.5	2.5
	Total		100	50	50
<b>RAS/N0127</b> <b>To provide</b> <b>specialist</b> <b>support to</b> <b>customers</b> <b>facilitating</b> <b>purchases</b>	PC1. Talk to customers politely and in ways that promote sales and goodwill.		10	5	5
	PC2. Use the information given by the customer to find out what they are looking for.		5	2.5	2.5
	PC3. Help the customer understand the features and benefits of the products they have shown an interest in.		5	2.5	2.5
	PC4. Explain clearly and accurately the features and benefits of products and relate these to the customer's needs.		10	5	5
	PC5. Promote the products that give the best match between the customer's needs and the store's need to make sales.		5	2.5	2.5
	PC6. Spot and use suitable opportunities to promote other products where these will meet the customer's needs.		5	2.5	2.5

	PC7. Control the time he/she spends with the customer to match the value of the prospective purchase.		10	5	5
	PC8. Constantly check the store for safety, security and potential sales while helping individual customers.		5	2.5	2.5
	PC9. Find out if the customer is willing to see a demonstration.		5	2.5	2.5
	PC10. Set up demonstrations safely and in a way that disturbs other people as little as possible.		5	2.5	2.5
	PC11. Check whether he/she has everything needed to give an effective demonstration.		5	2.5	2.5
	PC12. Give demonstrations that clearly show the use and value of the product.		10	5	5
	PC13. offer customers the opportunity to use the product themselves, where appropriate.		5	2.5	2.5
	PC14. Give customers enough chance to ask questions about the products or services he/she is demonstrating to them.		5	2.5	2.5
	PC15. Check that the store will be monitored for security, safety and potential sales while he/she is carrying out demonstrations.		10	5	5
	Total		100	50	50
<b>RAS/N0128</b> <b>To maximise sales of goods &amp; services</b>	PC1. Identify promotional opportunities and estimate their potential to increase sales.	100	15	7.5	7.5
	PC2. Identify promotional opportunities which offer the greatest potential to increase sales.		10	5	5
	PC3. Report promotional opportunities to the right person.		15	7.5	7.5
	PC4. Fill in the relevant records fully and accurately		15	7.5	7.5
	PC5. Tell customers about promotions clearly and in a persuasive way.		10	5	5
	PC6. Identify and take the most effective actions for converting promotional sales into regular future sales.		15	7.5	7.5
	PC7. Gather relevant and accurate information about the effectiveness of promotions, and communicate this information clearly to the right person.		10	5	5
	PC8. Record clearly and accurately the results of promotions		10	5	5
	Total		100	50	50
<b>RAS/N0129</b> <b>To provide personalised sales &amp; post-sales service support</b>	PC1. Use available information in the client records to help you prepare for consultations.	100	5	2.5	2.5
	PC2. Before starting a consultation, check that the work area is clean and tidy and that all the equipment you need is to hand.		5	2.5	2.5
	PC3. Quickly create a rapport with the client at the start of the consultation.		5	2.5	2.5
	PC4. Talk and behave towards the client in ways that project the company image effectively.		10	5	5
	PC5. Ask questions to understand the client's buying needs, preferences and priorities.		5	2.5	2.5
	PC6. tactfully check, where appropriate, how much the client wants to spend.		5	2.5	2.5
	PC7. Explain clearly to the client the features and benefits of the recommended products or services and relate these to the client's individual needs.		10	5	5
	PC8. Identify suitable opportunities to sell additional or related products or services that are suited to the client's needs.		5	2.5	2.5
	PC9. Make recommendations to the client in a confident and polite way and without pressurising them.		5	2.5	2.5
	PC10. Pace client consultations to make good use of the selling time while maintaining good relations with the client.		5	2.5	2.5

	PC11. Meet the company's customer service standards in your dealings with the client.		5	2.5	2.5
	PC12. Follow the company's procedures for keeping client records up-to-date.		5	2.5	2.5
	PC13. Record client information accurately and store it in the right places in your company's system.		5	2.5	2.5
	PC14. Keep client information confidential and share it only with people who have a right to it.		5	2.5	2.5
	PC15. Keep to clients' wishes as to how and when they may be contacted.		10	5	5
	PC16. Follow the company's policy and procedures for contacting clients.		5	2.5	2.5
	PC17. Tell clients promptly and offer any other suitable products or services, where promises cannot be kept.		5	2.5	2.5
	Total		100	50	50
<b>RAS/N0130</b> To create a positive image of self & organisation in the customers mind	PC1. Meet the organisation's standards of appearance and behaviour.	100	5	2.5	2.5
	PC2. Greet customers respectfully and in a friendly manner.		5	2.5	2.5
	PC3. Communicate with customers in a way that makes them feel valued and respected.		10	5	5
	PC4. Identify and confirm customer's expectations.		5	2.5	2.5
	PC5. Treat customers courteously and helpfully at all times.		5	2.5	2.5
	PC6. Keep customers informed and reassured.		5	2.5	2.5
	PC7. Adapt appropriate behaviour to respond effectively to different customer behaviour.		10	5	5
	PC8. Respond promptly to a customer seeking assistance.		5	2.5	2.5
	PC9. Select the most appropriate way of communicating with customers.		5	2.5	2.5
	PC10. Check with customers to ensure complete understanding of their expectations.		5	2.5	2.5
	PC11. Respond promptly and positively to customers' questions and comments.		10	5	5
	PC12. Allow customers time to consider his/her response and give further explanation when appropriate		5	2.5	2.5
	PC13. Quickly locate information that will help customers.		5	2.5	2.5
	PC14. Give customers the information they need about the services or products offered by the organisation.		10	5	5
	PC15. Recognise information that customers might find complicated and check whether they fully understand.		5	2.5	2.5
	PC16. Explain clearly to customers any reasons why their needs or expectations cannot be met		5	2.5	2.5
	Total		100	50	50
<b>RAS/N0132</b> To resolve customer concerns	PC1. Identify the options for resolving a customer service problem.	100	10	5	5
	PC2. Work with others to identify and confirm the options to resolve a customer service problem.		10	5	5
	PC3. Work out the advantages and disadvantages of each option for customers and the organisation.		10	5	5
	PC4. Pick the best option for customers and the organisation.		10	5	5
	PC5. Identify for your customer other ways that problems may be resolved if you are unable to help		10	5	5
	PC6. Discuss and agree the options for solving the problem with customers.		10	5	5

	PC7. Take action to implement the option agreed with customers.		5	2.5	2.5
	PC8. Work with others and the customer to make sure that any promises related to solving the problem are kept.		5	2.5	2.5
	PC9. Keep customers fully informed about what is happening to resolve problem.		10	5	5
	PC10. Check with customers to make sure the problem has been resolved to their satisfaction.		10	5	5
	PC11. Give clear reasons to customers when the problem has not been resolved to their satisfaction.		10	5	5
	Total		100	50	50
<b>RAS/N0133</b> To organise the delivery of reliable service	PC1. Plan, prepare and organise everything that is needed to deliver a variety of services or products to different types of customers.	100	5	2.5	2.5
	PC2. Organise what he/she does to ensure consistency in giving prompt attention to customers.		5	2.5	2.5
	PC3. Reorganise his/her work to respond to unexpected additional workloads		5	2.5	2.5
	PC4. Maintain service delivery during very busy periods and unusually quiet periods and when systems, people or resources have let you down.		10	5	5
	PC5. Consistently meet customers' expectations.		10	5	5
	PC6. Balance the time he/she takes with customers with the demands of other customers seeking attention.		5	2.5	2.5
	PC7. Respond appropriately to customers when they make comments about the products or services being offered.		10	5	5
	PC8. Alert others to repeated comments made by customers.		5	2.5	2.5
	PC9. Take action to improve the reliability of his/her service based on customer comments.		5	2.5	2.5
	PC10. Monitor whether the action taken has improved the service given to customers.		10	5	5
	PC11. Record and store customer service information accurately following organisational guidelines.		5	2.5	2.5
	PC12. Select and retrieve customer service information that is relevant, sufficient and in an appropriate format.		10	5	5
	PC13. Quickly locate information that will help solve a customer's query.		5	2.5	2.5
	PC14. Supply accurate customer service information to others using the most appropriate method of communication		10	5	5
	Total		100	50	50
<b>RAS/N0134</b> To improve customer relationship	PC1. Select and use the best method of communication to meet customers' expectations.	100	10	5	5
	PC2. Take the initiative to contact customers to update them when things are not going as per plan or when further information is required.		5	2.5	2.5
	PC3. Adapt appropriate communication to respond to individual customers' feelings		10	5	5
	PC4. Meet customers' expectations within the organisation's service offer.		5	2.5	2.5
	PC5. Explain the reasons to customers sensitively and positively when their expectations cannot be met.		10	5	5
	PC6. Identify alternative solutions for customers either within or outside the organisation.		5	2.5	2.5
	PC7. Identify the costs and benefits of these solutions to the organisation and to customers.		10	5	5

	PC8. Negotiate and agree solutions with your customers which satisfy them and are acceptable to the organisation		5	2.5	2.5
	PC9. Take action to satisfy customers with the agreed solution		5	2.5	2.5
	PC10. Make extra efforts to improve his/her relationship with customers.		5	2.5	2.5
	PC11. Recognise opportunities to exceed customers' expectations.		10	5	5
	PC12. Take action to exceed customers' expectations within the limits of his/her authority.		10	5	5
	PC13. Gain the help and support of others to exceed customers' expectations		10	5	5
	Total		100	50	50
<b>RAS/N0135</b> To monitor and solve service concerns	PC1. Respond positively to customer service problems following organisational guidelines.	100	10	5	5
	PC2. Solve customer service problems when he/she has sufficient authority.		5	2.5	2.5
	PC3. Work with others to solve customer service problems.		5	2.5	2.5
	PC4. Keep customers informed of the actions being taken.		10	5	5
	PC5. Check with customers that they are comfortable with the actions being taken.		5	2.5	2.5
	PC6. Solve problems with service systems and procedures that might affect customers before they become aware of them.		5	2.5	2.5
	PC7. Inform managers and colleagues of the steps taken to solve specific problems		5	2.5	2.5
	PC8. Identify repeated customer service problems.		5	2.5	2.5
	PC9. Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option.		10	5	5
	PC10. Work with others to select best options for solving repeated customer service problems, balancing customer expectations with the needs of the organisation		5	2.5	2.5
	PC11. Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated.		5	2.5	2.5
	PC12. Action the agreed solution.		10	5	5
	PC13. Keep customers informed in a positive and clear manner of steps being taken to solve any service problems.		10	5	5
	PC14. Monitor the changes that have been made and adjust them if appropriate		10	5	5
	Total		100	50	50
<b>RAS/N0136</b> To promote continuous improvement in service	PC1. Gather feedback from customers that will help identify opportunities for customer service improvement.	100	10	5	5
	PC2. Analyse and interpret feedback to identify opportunities for customer service improvements and propose changes.		5	2.5	2.5
	PC3. Discuss with others the potential effects of any proposed changes for customers and the organisation.		5	2.5	2.5
	PC4. Negotiate changes in customer service systems & improvements with somebody of sufficient authority to approve trial / full implementation of the change.		10	5	5
	PC5. Organise the implementation of authorised changes.		5	2.5	2.5
	PC6. Implement the changes following organisational guidelines.		5	2.5	2.5

	PC7. Inform people inside and outside the organisation who need to know of the changes being made and the reasons for them.		10	5	5
	PC8. Monitor early reactions to changes and make appropriate fine-tuning adjustments.		5	2.5	2.5
	PC9. Collect and record feedback on the effects of changes.		10	5	5
	PC10. Analyse and interpret feedback and share your findings on the effects of changes with others.		5	2.5	2.5
	PC11. Summarise the advantages and disadvantages of the changes.		10	5	5
	PC12. Analyse and interpret the changes to identify opportunities for further improvement.		10	5	5
	PC13. Present these opportunities to somebody with sufficient authority to make them happen		10	5	5
	Total		100	50	50
<b>RAS/N0137</b> To work effectively in a retail team	PC1. Display courteous and helpful behaviour at all times.	100	10	5	5
	PC2. Take opportunities to enhance the level of assistance offered to colleagues		5	2.5	2.5
	PC3. Meet all reasonable requests for assistance within acceptable workplace timeframes.		5	2.5	2.5
	PC4. Complete allocated tasks as required		5	2.5	2.5
	PC5. Seek assistance when difficulties arise.		5	2.5	2.5
	PC6. Use questioning techniques to clarify instructions or responsibilities		10	5	5
	PC7. Identify and display a non-discriminatory attitude in all contacts with customers and other staff members		5	2.5	2.5
	PC8. Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact.		5	2.5	2.5
	PC9. Follow personal hygiene procedures according to organisational policy and relevant legislation.		5	2.5	2.5
	PC10. Interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task.		10	5	5
	PC11. Interpret, confirm and act on legal requirements in regard to anti-discrimination, sexual harassment and bullying.		5	2.5	2.5
	PC12. Ask questions to seek and clarify workplace information.		10	5	5
	PC13. Plan and organise daily work routine within the scope of the job role.		10	5	5
	PC14. Prioritise and complete tasks according to required timeframes.		5	2.5	2.5
	PC15. Identify work and personal priorities and achieve a balance between competing priorities.		5	2.5	2.5
	Total		100	50	50
<b>RAS/N0138</b> To work effectively in an organisation	PC1. Share work fairly with colleagues, taking account of own and others' preferences, skills and time available.	100	5	2.5	2.5
	PC2. Make realistic commitments to colleagues and do what has been promised.		5	2.5	2.5
	PC3. Let colleagues know promptly if he/she will not be able to do what has been promised and suggest suitable alternatives.		5	2.5	2.5
	PC4. Encourage and support colleagues when working conditions are difficult.		5	2.5	2.5
	PC5. Encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect.		5	2.5	2.5
	PC6. Follow the company's health and safety procedures while working.		5	2.5	2.5



	PC7. Discuss and agree with the right people goals that are relevant, realistic and clear.		5	2.5	2.5
	PC8. Identify the knowledge and skills needed to achieve his/her goals.		5	2.5	2.5
	PC9. Agree action points and deadlines that are realistic, taking account of past learning experiences and the time and resources available for learning.		5	2.5	2.5
	PC10. Regularly check his/her progress and, when necessary, change the way of working.		5	2.5	2.5
	PC11. Ask for feedback on his/her progress from those in a position to give it, and use their feedback to improve his/her performance		5	2.5	2.5
	PC12. Encourage colleagues to ask him/her for work-related information or advice that he/she is likely to be able to provide.		5	2.5	2.5
	PC13. Notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice.		5	2.5	2.5
	PC14. Give clear, accurate and relevant information and advice relating to tasks and procedures.		10	5	5
	PC15. Explain and demonstrate procedures clearly, accurately and in a logical sequence.		5	2.5	2.5
	PC16. Encourage colleagues to ask questions if they don't understand the information and advice given to them.		5	2.5	2.5
	PC17. Give colleagues opportunities to practise new skills, and give constructive feedback.		5	2.5	2.5
	PC18. Check that health, safety and security are not compromised when helping others to learn.		10	5	5
	Total		100	50	50