

## QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR RETAIL

### What are Occupational Standards(OS)?

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



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## Introduction

### Qualifications Pack – Trainee Associate

**SECTOR:** RETAIL

**SUB-SECTOR:** B2B & B2C

**OCCUPATION:** Store Operations

**REFERENCE ID:** RAS / Q0103

**NCO-2004/ 5220.35**

**Trainee Associate:** Individuals in this position interact with customers to understand customer needs and service them by effecting sales of relevant products.

**Brief Job Description:** Individuals in this position display merchandise and interact with customers to understand their needs to service them with sales of relevant product offerings whilst working cordially within the team and retail organisation.

**Personal Attributes:** The individual needs to be physically fit to withstand working in a retail environment whilst being customer responsive. They would need good interpersonal and listening skills.

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Job Details

<b>Qualifications Pack Code</b>	<b>RAS / Q0103</b>		
<b>Job Role</b>	<b>Trainee Associate</b>		
<b>Credits(NVEQF/NVQF/NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Sector</b>	<b>Retail</b>	<b>Drafted on</b>	<b>20/04/13</b>
<b>Sub-sector</b>	<b>B2B &amp; B2C</b>	<b>Last reviewed on</b>	<b>26/06/15</b>
<b>Occupation</b>	<b>Store Operations</b>	<b>Next review date</b>	<b>27/06/16</b>

<b>Job Role</b>	<b>Trainee Associate</b>
<b>Role Description</b>	Individuals in this position display merchandise and interact with customers to understand their needs to service them with sales of relevant product offerings whilst working cordially within the team and retail organisation.
<b>NVEQF/NVQF level</b>	Level 3
<b>Minimum Educational Qualifications*</b>	10 <sup>th</sup> Pass
<b>Maximum Educational Qualifications*</b>	Not Applicable
<b>Training</b>	Trainee Associate Training
<b>Experience</b>	0-1 Year in similar position (not mandatory)
<b>Applicable National Occupational Standards (NOS)</b>	<b>Compulsory:</b> <ol style="list-style-type: none"> <li>1. <a href="#">RAS / N0105 To display stock to promote sales</a></li> <li>2. <a href="#">RAS / N0106 To plan and prepare visual merchandising displays</a></li> <li>3. <a href="#">RAS / N0107 To dress visual merchandising displays</a></li> <li>4. <a href="#">RAS / N0108 To dismantle and store visual merchandising displays</a></li> <li>5. <a href="#">RAS / N0109 To prepare products for sale</a></li> <li>6. <a href="#">RAS / N0118 To promote loyalty schemes to customers</a></li> <li>7. <a href="#">RAS / N0119 To keep the store secure</a></li> <li>8. <a href="#">RAS / N0121 To maintain health and safety</a></li> <li>9. <a href="#">RAS / N0123 To keep the store clean and hygienic</a></li> <li>10. <a href="#">RAS / N0124 To provide information and advice to customers</a></li> <li>11. <a href="#">RAS / N0130 To create a positive image of self &amp; organisation in the customers mind</a></li> <li>12. <a href="#">RAS / N0137 To work effectively in your team</a></li> </ol>
<b>Performance Criteria</b>	As described in the relevant OS units

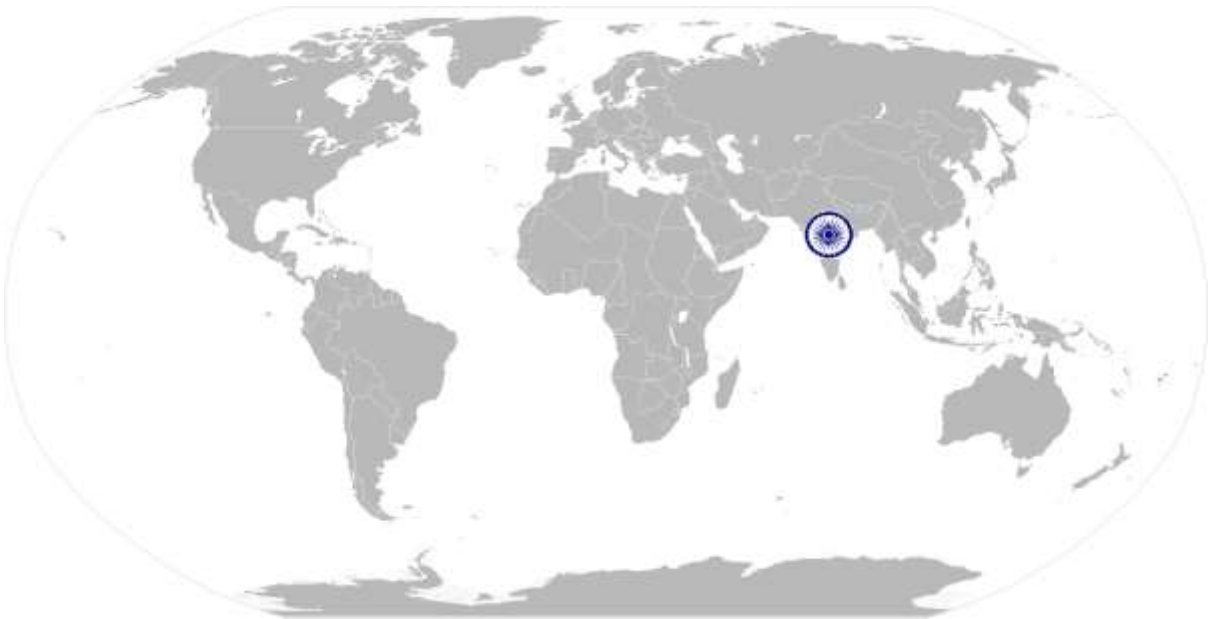
**Definitions**

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

**Acronyms**

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# National Occupational Standard



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## Overview

This NOS covers the skills and knowledge for an individual to display stock to promote sales.

<b>Unit Code</b>	<b>RAS / N0105</b>
<b>Unit Title (Task)</b>	<b>Display stock to promote sales</b>
<b>Description</b>	This OS describes the skills and knowledge required to effectively display stock to promote sales.
<b>Scope</b>	<p>This unit applies to individuals who display stock to promote sales in retail operations.</p> <ul style="list-style-type: none"> <li>• Prepare display areas and goods in a retail store</li> <li>• Set up and dismantle displays in a retail store</li> <li>• Label displays of stock in a retail store</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Prepare display areas and goods in a retail store	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Identify need for the display in relation to stock, space, position of the display and dates.</p> <p>PC2. Check that the display area is the right size and report any concerns promptly.</p> <p>PC3. Gather the materials, equipment and stock you need for the display and check that they are clean, safe and in good working order.</p> <p>PC4. Follow company procedures for clearing, cleaning and preparing the display area before use.</p>
Set up and dismantle displays in a retail store	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Set up and dismantle the display safely, in line with plans and within the time allowed.</p> <p>PC2. Check that the display is clean, tidy and safe for use.</p> <p>PC3. Check that the display has the levels of stock you need.</p> <p>PC4. Clean and store equipment and excess materials; get rid of waste safely, correctly and promptly.</p>

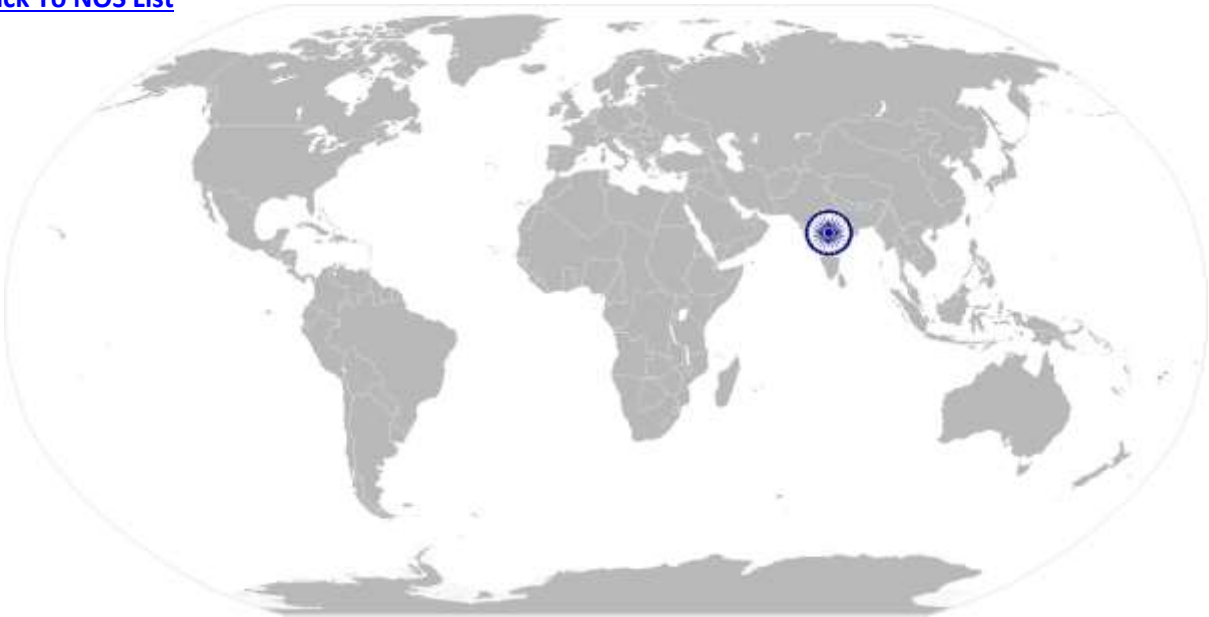
<p>Label displays of stock in a retail store</p>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Check requirements for labelling stock.</p> <p>PC2. Check information on the label is clear, accurate and legal before starting to label stock.</p> <p>PC3. Report promptly any information on labels that may need changing.</p> <p>PC4. Attach the right labels to the right products.</p> <p>PC5. Position labels so that they are securely fastened and customers can see them clearly.</p> <p>PC6. Complete labelling within the time allowed.</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>On the job the individual needs to apply knowledge of:</p> <p>KA1. Setting up displays as per the health, safety and environmental standards.</p> <p>KA2. Following store procedures for display requirements for stock, space, position of the display &amp; dates.</p> <p>KA3. Meeting Legal or Statutory requirements.</p>
<p><b>B. Technical Knowledge</b></p>	<p>On the job the individual needs to apply technical knowledge of:</p> <p>KB1. Cleaning and storing materials and equipment used in displays and getting rid of waste safely</p> <p>KB2. Using labelling materials and equipment efficiently and effectively</p>
<p><b>Skills (S)</b></p>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills,</b></p> <p>On the job the individual needs to be able to:</p> <p>SA1. Complete documentation accurately</p> <p>SA2. Write simple reports when required</p> <p><b>Reading Skills</b></p> <p>On the job the individual needs to be able to:</p> <p>SA3. Read information accurately</p> <p>SA4. Read and interpret data sheets</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>On the job the individual needs to be able to:</p> <p>SA5. Follow instructions accurately</p> <p>SA6. Use gestures or simple words to communicate where language barriers exist</p> <p>SA7. Use questioning to minimise misunderstandings</p> <p>SA8. Display courteous and helpful behaviour at all times</p>
<p><b>B. Professional Skills</b></p>	<p><b>Decision Making</b></p>

	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	<b>Plan and Organize</b>
	On the job the individual needs to be able to: SB2. Plan and schedule routines.
	<b>Customer Centricity</b>
	On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.
	<b>Problem Solving</b>
	On the job the individual needs to be able to identify and respond to: SB4. Breakdowns and malfunction of equipment SB5. Unsafe and hazardous working conditions SB6. Security breaches
	<b>Analytical Thinking</b>
	Not Applicable
	<b>Critical Thinking</b>
Not Applicable	

**NOS Version Control**

<b>NOS Code Font:</b>	<b>RAS / N0105</b>		
<b>Credits(NVEQF/NVQF/NSQF) [OPTIONAL]</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Retail</b>	<b>Drafted on</b>	<b>20/04/13</b>
<b>Industry Sub-sector</b>	<b>B2B &amp; B2C</b>	<b>Last reviewed on</b>	<b>26/06/15</b>
<b>Occupation</b>	<b>Store Operations</b>	<b>Next review date</b>	<b>27/06/16</b>

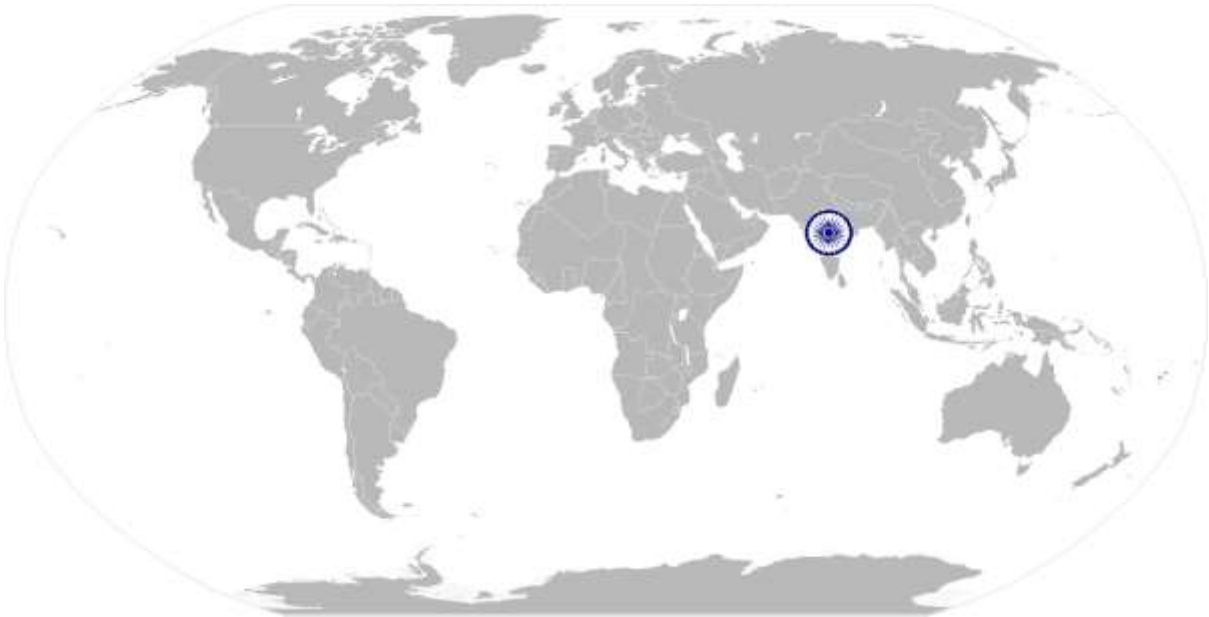
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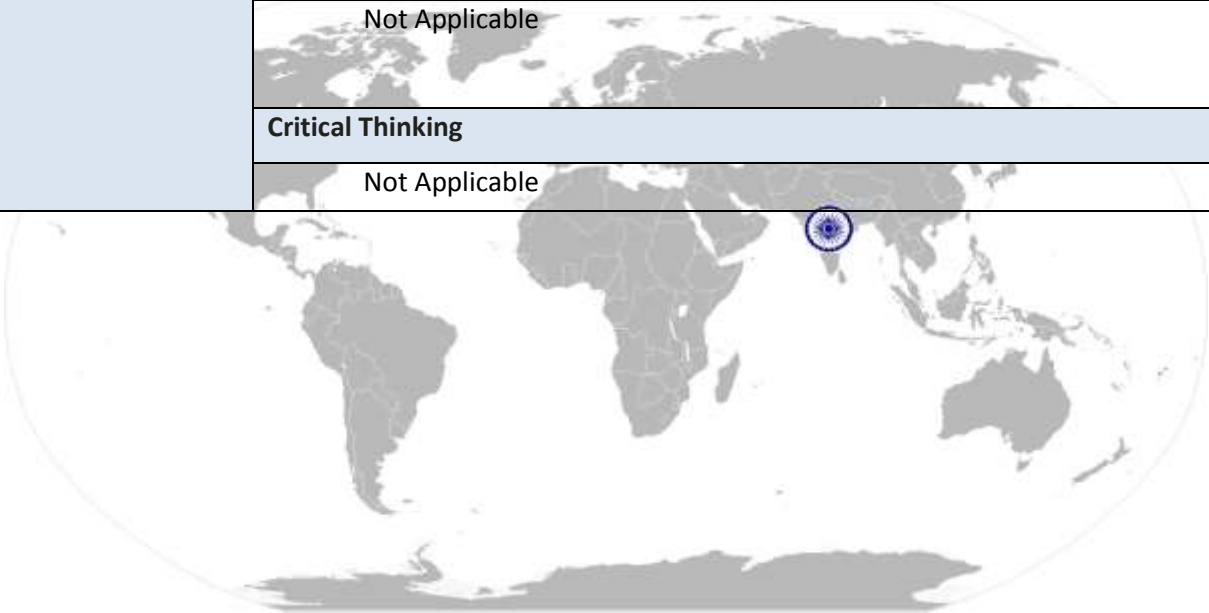
## Overview

This NOS covers the skills and knowledge for an individual to plan and prepare visual merchandising displays.

<b>Unit Code</b>	<b>RAS / N0106</b>
<b>Unit Title (Task)</b>	<b>Plan and prepare visual merchandising displays</b>
<b>Description</b>	This OS describes the skills and knowledge required to effectively plan and prepare visual merchandising displays
<b>Scope</b>	<p>This unit applies to individuals to plan and prepare visual merchandising displays in retail operations.</p> <ul style="list-style-type: none"> <li>• Interpret design briefs for retail displays</li> <li>• Get hold of merchandise and props to be featured in retail displays</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Interpret design briefs for retail displays	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Identify the purpose, content and style of the display.</p> <p>PC2. Identify the equipment, materials, merchandise and props you need to create and install the display and the dates for completing it.</p> <p>PC3. Evaluate whether the place you plan to put the display is likely to fulfil the design brief.</p> <p>PC4. Create new and effective ways of improving the visual effect, within limits of design brief, company's visual design policies and authority you have.</p>
Get hold of merchandise and props to be featured in retail displays	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention.</p> <p>PC2. Identify other merchandise and props when those originally specified are not available or not suitable, and agree your selections with the right person.</p> <p>PC3. Agree arrangements for delivery of merchandise &amp; props with right people, allowing enough time for deliveries to arrive before display must be installed.</p> <p>PC4. Check the progress of deliveries and take suitable action if delays seem likely.</p> <p>PC5. Update stock records to account for merchandise on display.</p>
<b>Knowledge and Understanding (K)</b>	
<b>B. Organizational</b>	On the job the individual needs to apply knowledge of:

<p><b>Context</b> (Knowledge of the company / organization and its processes)</p>	<p>KA1. Role of displays in marketing, promotional and sales campaigns and activities. KA2. Importance and content of the design brief. KA3. The design brief to identify what you need for the display. KA4. The company policies for visual design. KA5. The role of displays in marketing, promotional and sales campaigns and activities. KA6. Using the design brief to identify what you need for the display. KA7. Merchandiser or buyer that you need to consult about merchandise and props. KA8. Arranging delivery of merchandise and monitor the progress of deliveries. KA9. Updating stock records to account for merchandise on display.</p>
<p><b>B. Technical Knowledge</b></p>	<p>On the job the individual needs to apply technical knowledge of</p> <p>KB1. Different approaches to designing displays for different types of merchandise, and why these are effective . KB2. Evaluating the potential places to put the display as per the design brief. KB3. Light, colour, texture, shape and dimension combine to achieve the effects. KB4. Assessing the potential of places for displays to meet the design brief.</p>
<p><b>Skills (S)</b></p>	
<p><b>C. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills,</b></p> <p>On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.</p> <p><b>Reading Skills</b></p> <p>On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>On the job the individual needs to be able to: SA5. Follow instructions accurately. SA6. Use gestures or simple words to communicate where language barriers exist. SA7. Use questioning to minimise misunderstandings. SA8. Display courteous and helpful behaviour at all times .</p>
<p><b>D. Professional Skills</b></p>	<p><b>Decision Making</b></p> <p>On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.</p>

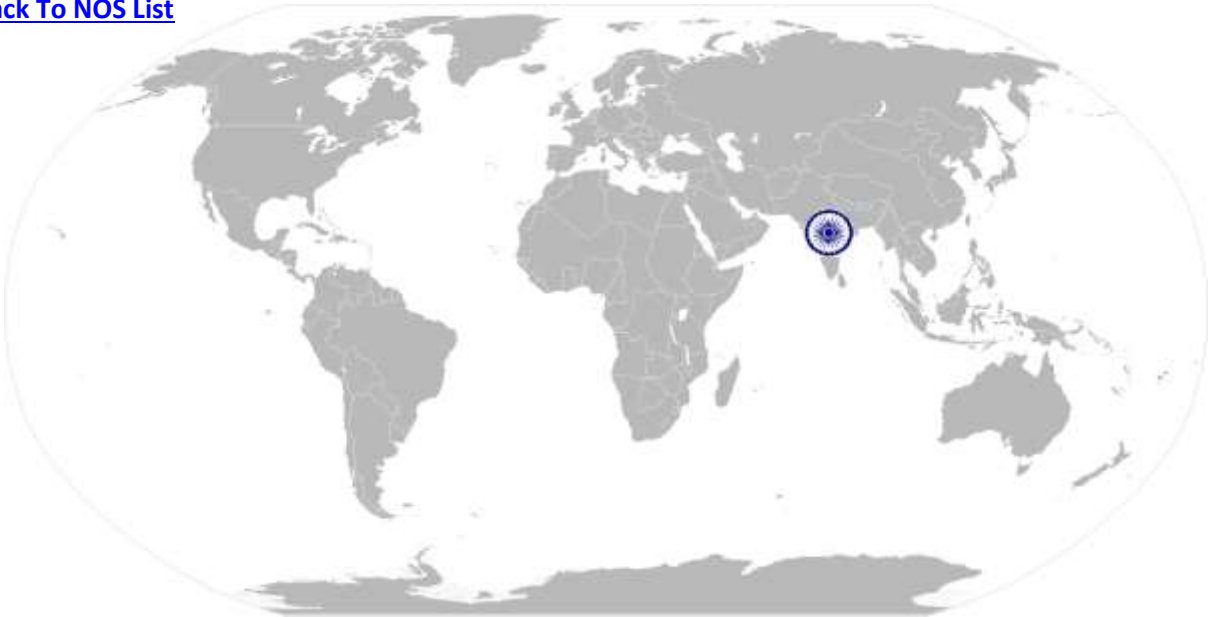
	<b>Plan and Organize</b>
	On the job the individual needs to be able to: SB2. Plan and schedule routines.
	<b>Customer Centricity</b>
	On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.
	<b>Problem Solving</b>
	On the job the individual needs to be able to identify and respond to: SB4. Breakdowns and malfunction of equipment. SB5. Unsafe and hazardous working conditions. SB6. Security breaches.
	<b>Analytical Thinking</b>
	Not Applicable
	<b>Critical Thinking</b>
	Not Applicable



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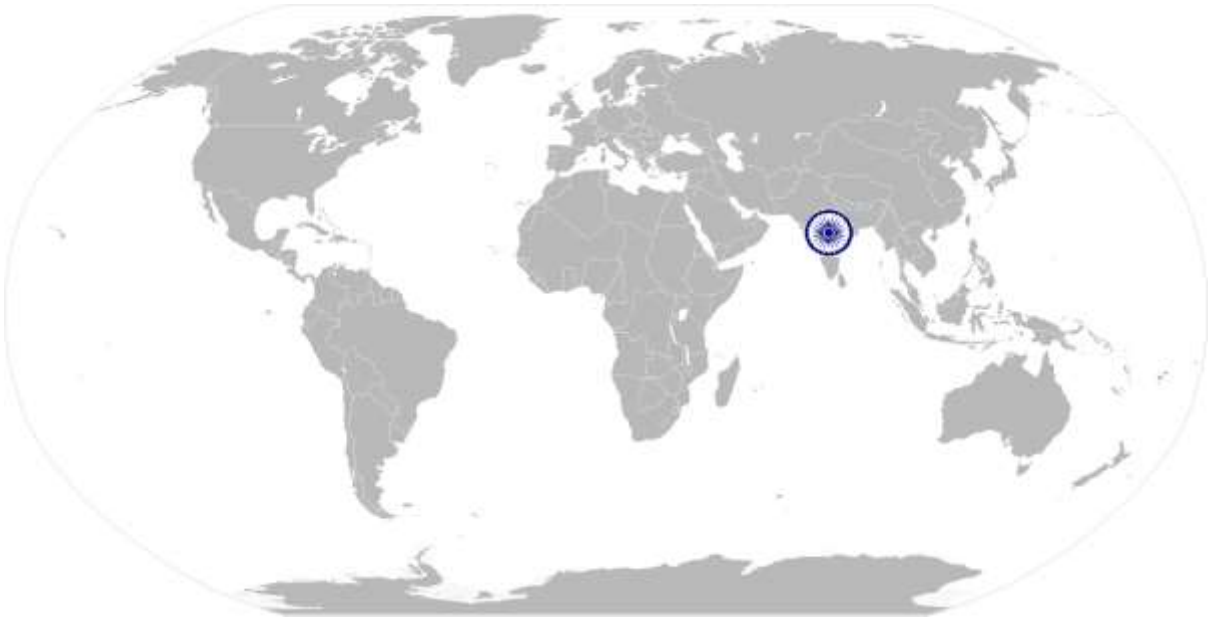
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<b>Industry</b>	<b>Retail</b>	<b>Drafted on</b>	<b>20/04/13</b>
<b>Industry Sub-sector</b>	<b>B2B &amp; B2C</b>	<b>Last reviewed on</b>	<b>26/06/15</b>
<b>Occupation</b>	<b>Store Operations</b>	<b>Next review date</b>	<b>27/06/16</b>

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# National Occupational Standard



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## Overview

This NOS covers the skills and knowledge for an individual to dress visual merchandising displays.

<b>Unit Code</b>	<b>RAS / N0107</b>
<b>Unit Title (Task)</b>	<b>Dress visual merchandising displays</b>
<b>Description</b>	This OS describes the skills and knowledge required to effectively dress visual merchandising displays
<b>Scope</b>	<p>This unit applies to individuals to dress visual merchandising displays in retail operations.</p> <ul style="list-style-type: none"> <li>• Dress in-store displays based on guidelines</li> <li>• Dress window displays based on guidelines</li> <li>• Evaluate and improve retail displays</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Dress in-store displays based on guidelines	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Use the design brief to identify the focal points of the display.</p> <p>PC2. Choose shapes, colours and groupings that are suited to the purpose and style of the display.</p> <p>PC3. Create displays that achieve the visual effect you need and are consistent with the company's visual design policy.</p> <p>PC4. Position merchandise, graphics and signs in ways that promote sales.</p> <p>PC5. Check that lighting is installed in line with the design brief.</p> <p>PC6. Check that the finished display meets health and safety guidelines and legal requirements.</p>
Dress window displays based on guidelines	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Position merchandise, graphics &amp; signs according to guidelines &amp; in ways that attract attention &amp; interest of customers &amp; give customers information they need.</p> <p>PC2. Group merchandise appropriately for the purpose &amp; style of display, the selling features of merchandise &amp; the visual effect needed under the design brief.</p> <p>PC3. Make sure that lighting is installed in line with lighting requirements.</p> <p>PC4. Check that the finished display meets health and safety guidelines and legal requirements.</p>

<p>Evaluate and improve retail displays</p>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Check that all the parts of the display are suitable for the purpose of the display and meet requirements.</p> <p>PC2. Check that the display meets requirements for easy access, safety and security.</p> <p>PC3. Identify safety and security risks to the display and choose suitable ways of reducing risks.</p> <p>PC4. Consider how the display looks from all the directions from which customers will approach it.</p> <p>PC5. Encourage colleagues to provide constructive comments about the display.</p> <p>PC6. Promptly make any adjustments that you are authorised to make and that are needed to achieve the visual effect and to make the display safe and secure.</p> <p>PC7. Regularly check the display's visual effect.</p> <p>PC8. Promptly report to the right person any problems and risks that you are not responsible for sorting out yourself.</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>C. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>On the job the individual needs to apply knowledge of:</p> <p>KA1. Creating and using focal points within a display.</p> <p>KA2. Putting together merchandising displays for use inside the store.</p> <p>KA3. Dressing mannequins, busts and other props.</p> <p>KA4. Displaying different types of merchandise.</p> <p>KA5. Choosing a suitable type of grouping.</p> <p>KA6. Using different types, directions and levels of light to create atmosphere.</p> <p>KA7. Achieving add-on sales and why this is important.</p> <p>KA8. Installing creative displays and awareness of trends.</p> <p>KA9. Different approaches to displaying merchandise and choosing the best approach.</p> <p>KA10. Props, prototypes, dressings and fixtures creating visual effects.</p> <p>KA11. Health and safety guidelines for displays.</p> <p>KA12. Identifying the selling features of merchandise to be used in displays.</p> <p>KA13. Lighting window displays and who in your store is responsible for installing lighting.</p> <p>KA14. The legal requirements which apply to pricing and ticketing.</p> <p>KA15. the company's visual design and merchandising policies.</p> <p>KA16. Reporting arrangements for sorting out problems and reducing risks.</p>
<p><b>B. Technical Knowledge</b></p>	<p>On the job the individual needs to apply technical knowledge of</p> <p>KB1. Evaluating the visual effect of displays.</p> <p>KB2. Making adjustments and improvements to displays.</p> <p>KB3. Using scale when creating visual effects.</p> <p>KB4. Dressing techniques for different types of merchandise.</p> <p>KB5. Different purposes of displays and their use in visual merchandising.</p> <p>KB6. Choosing and combining dimension, shape, colour, texture and lighting to create the visual effect you need from a display.</p>

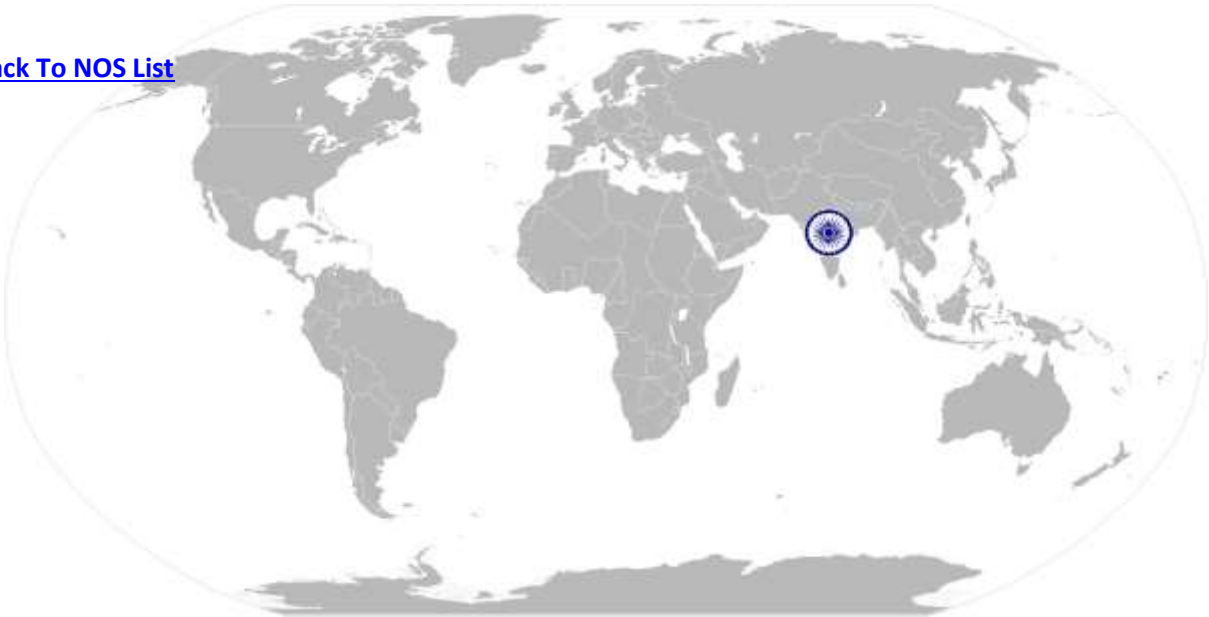


Skills (S)	
<b>E. Core Skills/ Generic Skills</b>	<b>Writing Skills,</b>
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	<b>Reading Skills</b>
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	<b>Oral Communication (Listening and Speaking skills)</b>
	On the job the individual needs to be able to: SA5. Follow instructions accurately. SA6. Use gestures or simple words to communicate where language barriers exist. SA7. Use questioning to minimise misunderstandings. SA8. Display courteous and helpful behaviour at all times.
<b>F. Professional Skills</b>	<b>Decision Making</b>
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	<b>Plan and Organize</b>
	On the job the individual needs to be able to: SB2. Plan and schedule routines.
	<b>Customer Centricity</b>
	On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.
	<b>Problem Solving</b>
	On the job the individual needs to be able to identify and respond to: SB4. Breakdowns and malfunction of equipment. SB5. Unsafe and hazardous working conditions. SB6. Security breaches.
	<b>Analytical Thinking</b>
	Not Applicable
<b>Critical Thinking</b>	
Not Applicable	

**NOS Version Control**

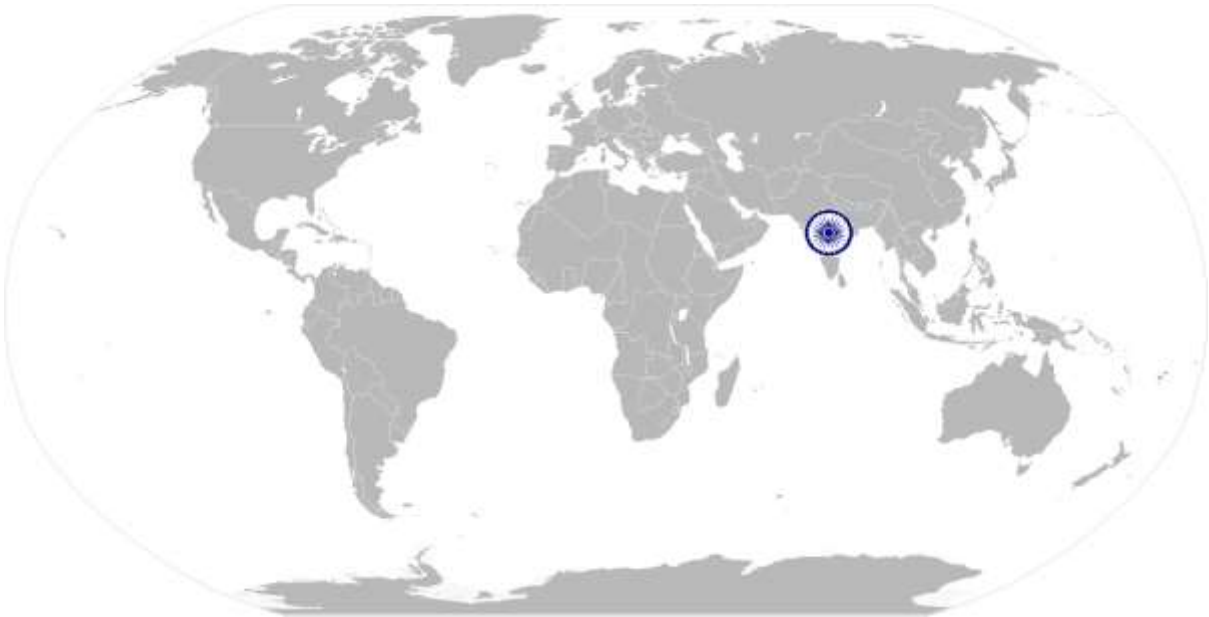
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<b>Credits(NVEQF/NVQF/NSQF)</b> [OPTIONAL]	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Retail	<b>Drafted on</b>	20/04/13
<b>Industry Sub-sector</b>	B2B & B2C	<b>Last reviewed on</b>	26/06/15
<b>Occupation</b>	Store Operations	<b>Next review date</b>	27/06/16

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# National Occupational Standard



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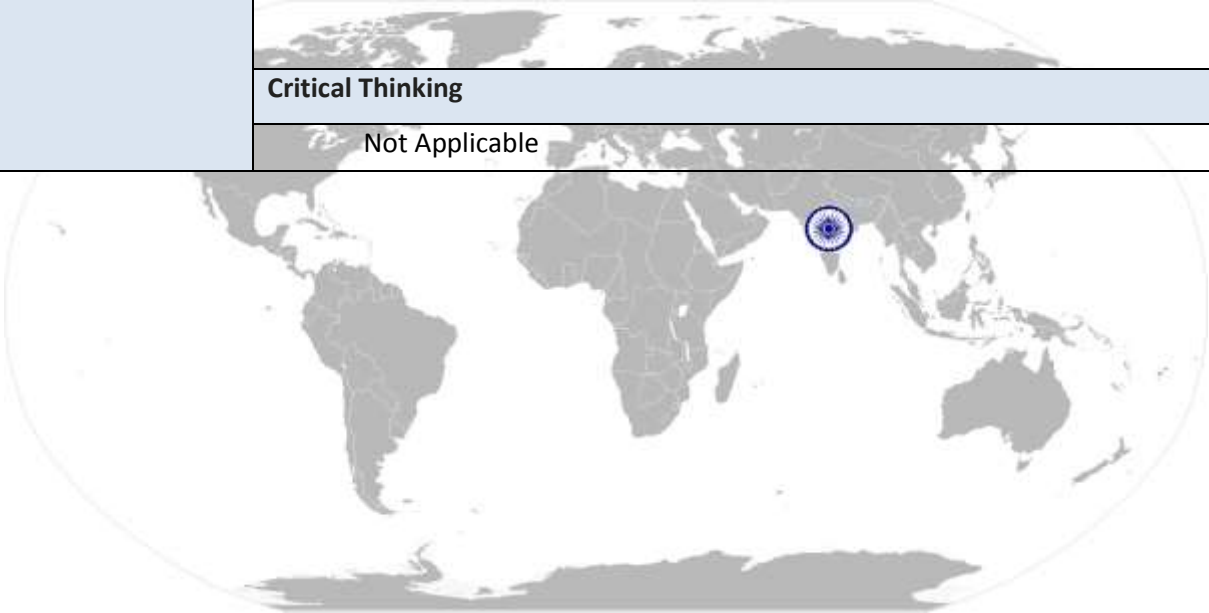
## Overview

This NOS covers the skills and knowledge for an individual to Dismantle and store visual merchandising displays.

<b>Unit Code</b>	<b>RAS / N0108</b>
<b>Unit Title (Task)</b>	<b>Dismantle and store visual merchandising displays</b>
<b>Description</b>	This OS describes the skills and knowledge required to effectively dismantle and store visual merchandising displays
<b>Scope</b>	<p>This unit applies to individuals who dismantle and store visual merchandising displays in retail operations.</p> <ul style="list-style-type: none"> <li>• Dismantle retail displays</li> <li>• Store equipment, props and graphics for retail displays</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Dismantle retail displays	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Dismantle displays safely.</p> <p>PC2. Protect the parts of the display from being damaged during dismantling.</p> <p>PC3. Return the parts of the display to the appropriate places promptly and, if needed, in a saleable condition.</p> <p>PC4. Get rid of unwanted materials safely and keep accurate records of this if needed.</p> <p>PC5. Clean display sites and parts using safe and approved cleaning materials and equipment.</p>
Store equipment, props and graphics for retail displays	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Work out accurately the storage space required.</p> <p>PC2. Identify the protective packaging you need and the security measures that need to be in place.</p> <p>PC3. Store items in suitable places and with clear and accurate labels.</p> <p>PC4. Keep accurate and up-to-date records of items in storage.</p> <p>PC5. Identify damaged items, missing items and dangers and risks to health and safety, and report these promptly to the right person.</p> <p>PC6. Check that storage facilities and items in storage are clean, safe, secure and accessible only to those with a right to them.</p>
<b>Knowledge and Understanding (K)</b>	
<b>D. Organizational Context</b>	<p>On the job the individual needs to apply knowledge of:</p> <p>KA1. Dismantling displays safely.</p>

(Knowledge of the company / organization and its processes)	<p>KA2. Protecting the parts of displays from being damaged during dismantling.          KA3. Identifying unwanted materials and how to get rid of them safely.          KA4. Where to return the parts of display to.          KA5. Identifying safe and approved cleaning materials and equipment to use.          KA6. Working out the storage space needed.          KA7. Identifying requirements for protective packaging and security measures.          KA8. Labelling items accurately.          KA9. Keeping records of items and where to store them.          KA10. Items that need to be stored.          KA11. Dangers and risks to health, safety and security in relation to storage facilities and stored items.          KA12. Reporting dangers and risks to the concerned.</p>
<b>B. Technical Knowledge</b>	<p>On the job the individual needs to apply technical knowledge of</p> <p>KB1. Techniques for cleaning display sites and parts safely and thoroughly.          KB2. Checking the condition of items.          KB3. Dealing with items that need repair.          KB4. Store items securely.</p>
<b>Skills (S)</b>	
<b>G. Core Skills/ Generic Skills</b>	<p><b>Writing Skills,</b></p> <p>On the job the individual needs to be able to:          SA1. Complete documentation accurately.          SA2. Write simple reports when required.</p> <p><b>Reading Skills</b></p> <p>On the job the individual needs to be able to:          SA3. Read information accurately.          SA4. Read and interpret data sheets.</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>On the job the individual needs to be able to:          SA5. Follow instructions accurately.          SA6. Use gestures or simple words to communicate where language barriers exist.          SA7. Use questioning to minimise misunderstandings.          SA8. Display courteous and helpful behaviour at all times.</p>
<b>H. Professional Skills</b>	<p><b>Decision Making</b></p> <p>On the job the individual needs to be able to:          SB1. Make appropriate decisions regarding the responsibilities of the job role.</p> <p><b>Plan and Organize</b></p>

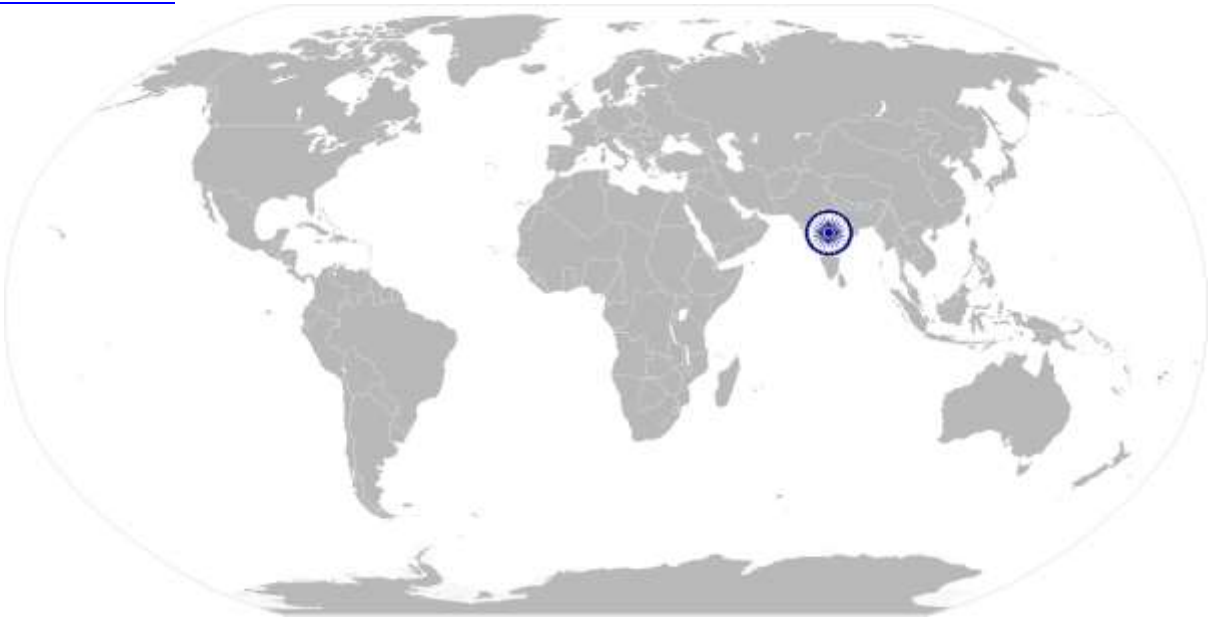
	On the job the individual needs to be able to: SB2. Plan and schedule routines.
	<b>Customer Centricity</b>
	On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.
	<b>Problem Solving</b>
	On the job the individual needs to be able to identify and respond to: SB4. Breakdowns and malfunction of equipment. SB5. Unsafe and hazardous working conditions. SB6. Security breaches.
	<b>Analytical Thinking</b>
	Not Applicable
	<b>Critical Thinking</b>
Not Applicable	



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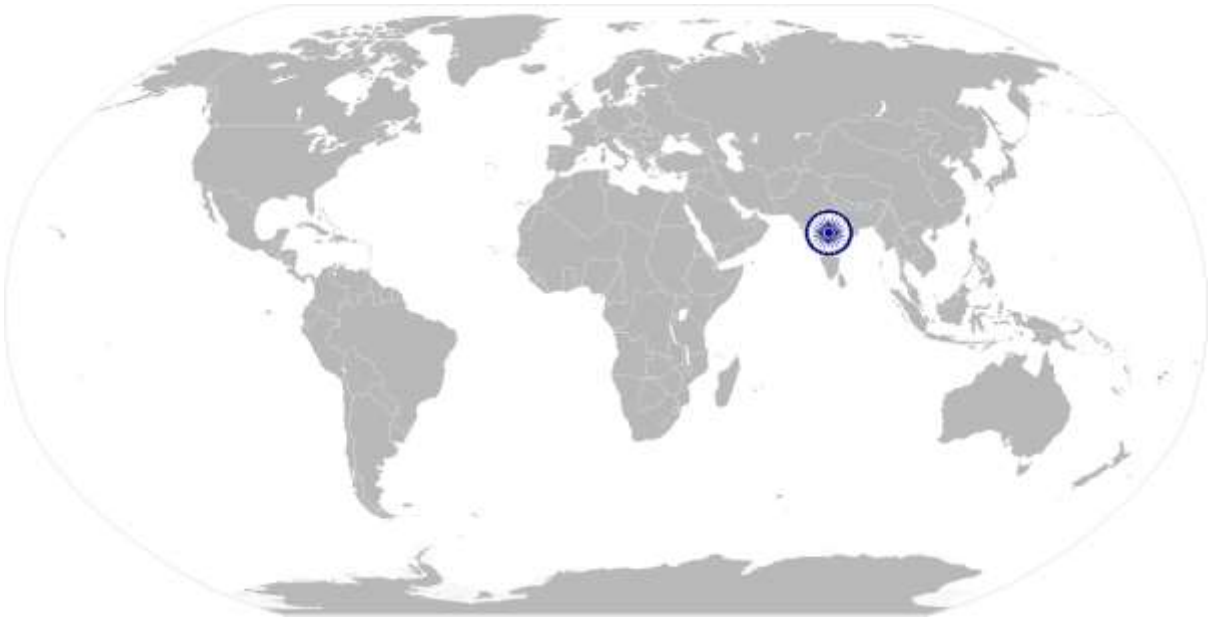
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<b>Credits(NVEQF/NVQF/NSQF) [OPTIONAL]</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Retail</b>	<b>Drafted on</b>	<b>20/04/13</b>
<b>Industry Sub-sector</b>	<b>B2B &amp; B2C</b>	<b>Last reviewed on</b>	<b>26/06/15</b>
<b>Occupation</b>	<b>Store Operations</b>	<b>Next review date</b>	<b>27/06/16</b>

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# National Occupational Standard


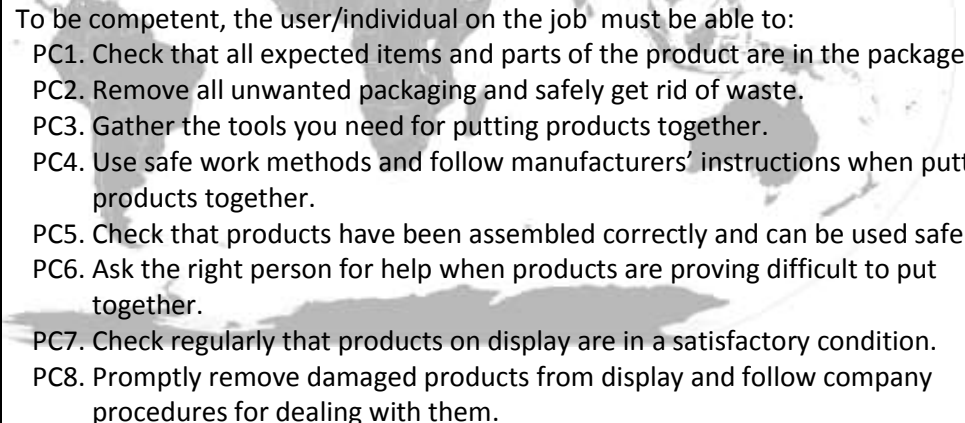


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## Overview

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



<b>Unit Code</b>	<b>RAS / N0109</b>
<b>Unit Title (Task)</b>	<b>Prepare products for sale</b>
<b>Description</b>	This OS describes the skills and knowledge required to effectively prepare products for sale.
<b>Scope</b>	<p>This unit applies to individuals to prepare products for sale in retail operations.</p> <ul style="list-style-type: none"> <li>• Prepare products for selling to customers</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul> 
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Prepare products for selling to customers	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Check that all expected items and parts of the product are in the package.</p> <p>PC2. Remove all unwanted packaging and safely get rid of waste.</p> <p>PC3. Gather the tools you need for putting products together.</p> <p>PC4. Use safe work methods and follow manufacturers' instructions when putting products together.</p> <p>PC5. Check that products have been assembled correctly and can be used safely.</p> <p>PC6. Ask the right person for help when products are proving difficult to put together.</p> <p>PC7. Check regularly that products on display are in a satisfactory condition.</p> <p>PC8. Promptly remove damaged products from display and follow company procedures for dealing with them.</p> 
<b>Knowledge and Understanding (K)</b>	
<b>E. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>On the job the individual needs to apply organisational knowledge of:</p> <p>KA1. Products you are responsible for preparing for sale.</p> <p>KA2. Where to put products together and where to put them once they are assembled.</p> <p>KA3. Working safely when putting products together for sale.</p> <p>KA4. Checking that products have been correctly put together and are safe to display.</p> <p>KA5. Whom to approach for help when products are proving difficult to put together.</p> <p>KA6. Company quality standards for products on display.</p>

<p><b>B. Technical Knowledge</b></p>	<p>On the job the individual needs to apply technical knowledge of</p> <p>KB1. Checking the condition of products on display. KB2. Dealing with products that are damaged. KB3. Tools to be used to put products together. KB4. Getting rid of unwanted packaging and waste.</p>
<p><b>Skills (S)</b></p>	
<p><b>I. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills,</b></p> <p>On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.</p> <p><b>Reading Skills</b></p> <p>On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>On the job the individual needs to be able to: SA5. Follow instructions accurately. SA6. Use gestures or simple words to communicate where language barriers exist. SA7. Use questioning to minimise misunderstandings. SA8. Display courteous and helpful behaviour at all times.</p>
<p><b>J. Professional Skills</b></p>	<p><b>Decision Making</b></p> <p>On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.</p> <p><b>Plan and Organize</b></p> <p>On the job the individual needs to be able to: SB2. Plan and schedule routines.</p> <p><b>Customer Centricity</b></p> <p>On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.</p> <p><b>Problem Solving</b></p> <p>On the job the individual needs to be able to identify and respond to: SB4. Breakdowns and malfunction of equipment. SB5. Unsafe and hazardous working conditions. SB6. Security breaches.</p> <p><b>Analytical Thinking</b></p> <p>Not Applicable</p>

	<b>Critical Thinking</b>
	Not Applicable

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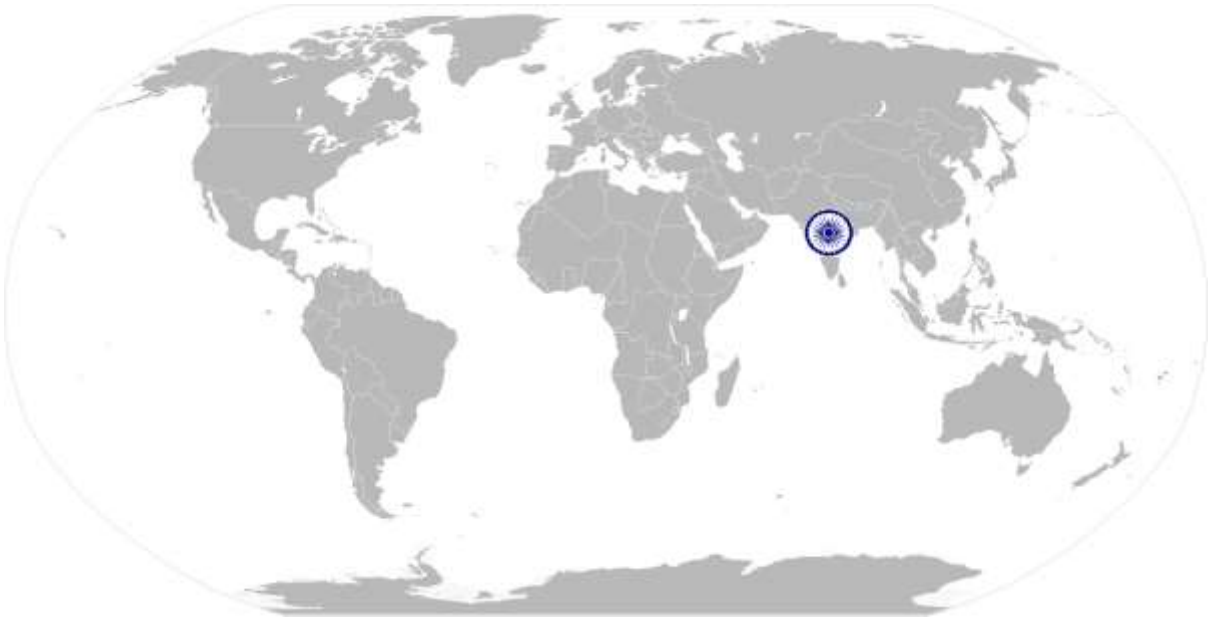
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<b>Credits(NVEQF/NVQF/NSQF) [OPTIONAL]</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Retail	<b>Drafted on</b>	20/04/13
<b>Industry Sub-sector</b>	B2B & B2C	<b>Last reviewed on</b>	26/06/15
<b>Occupation</b>	Store Operations	<b>Next review date</b>	27/06/16

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# National Occupational Standard



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## Overview

This NOS covers the skills and knowledge for an individual to promote loyalty schemes to customers.

<b>Unit Code</b>	<b>RAS / N0118</b>
<b>Unit Title (Task)</b>	<b>Promote loyalty schemes to customers</b>
<b>Description</b>	This OS describes the skills and knowledge required to promote loyalty schemes to customers.
<b>Scope</b>	<p>This unit applies to individuals to promote loyalty schemes to customers in retail operations.</p> <ul style="list-style-type: none"> <li>• Explain to customers the features and benefits of the loyalty scheme</li> <li>• Gain customer commitment to the loyalty scheme</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Explain to customers the features and benefits of the loyalty scheme	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Take suitable opportunities to ask customers if they are members of the loyalty scheme and whether they are interested in joining.</p> <p>PC2. Explain clearly and accurately to customers how joining the scheme would benefit them, including any current special offers relating to the scheme.</p> <p>PC3. Respond positively to any questions or objections that the customer raises.</p> <p>PC4. Provide relevant information to the customer to help them decide whether to join the scheme.</p> <p>PC5. Treat the customer politely at all times and in a way that promotes goodwill.</p>
Gain customer commitment to the loyalty scheme	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Recognise accurately when customers are interested in joining the scheme.</p> <p>PC2. Take opportunities to ask customers who are showing signs of interest to sign up for the scheme.</p> <p>PC3. Fill in the membership application accurately with the customer, using the information they provide.</p> <p>PC4. Give the customer proof of their membership.</p> <p>PC5. Check with the customer that their details, as shown on the membership documentation, are correct.</p> <p>PC6. Give application forms to customers who show interest but are not willing to join the scheme there and then.</p>
<b>Knowledge and Understanding (K)</b>	
<b>F. Organizational Context</b>	<p>On the job the individual needs to apply knowledge of:</p> <p>KA1. Features and benefits of the company's loyalty scheme.</p>

<p>(Knowledge of the company / organization and its processes)</p>	<p>KA2. Sources of information about the scheme that you can use or tell the customer about.</p> <p>KA3. Loyalty schemes are importance in achieving the company's commercial aims.</p> <p>KA4. Specific offers currently available to scheme members.</p> <p>KA5. Gaining customer's attention and interest.</p> <p>KA6. Using suitable questions to gain information about the customer and their interest in joining the scheme.</p> <p>KA7. Dealing with frequently raised questions and objections in relation to the scheme.</p> <p>KA8. Recognising signals that customers are interested in joining the loyalty scheme.</p> <p>KA9. Asking customers to sign up for scheme in a way that encourages them to co-operate willingly.</p> <p>KA10. The layout of the membership application form, the questions it asks, and how to fill in the form accurately.</p> <p>KA11. The proof of membership the company provides.</p> <p>KA12. Correcting or replacing incorrect proof of membership.</p>
<p><b>B. Technical Knowledge</b></p>	<p>On the job the individual needs to apply technical knowledge of</p> <p>KB1. Financial benefit accrued by a customer through loyalty schemes.</p>
<p><b>Skills (S)</b></p>	
<p><b>K. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills,</b></p> <p>On the job the individual needs to be able to:</p> <p>SA1. Complete documentation accurately.</p> <p>SA2. Write simple reports when required.</p> <p><b>Reading Skills</b></p> <p>On the job the individual needs to be able to:</p> <p>SA3. Read information accurately.</p> <p>SA4. Read and interpret data sheets.</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>On the job the individual needs to be able to:</p> <p>SA5. Follow instructions accurately.</p> <p>SA6. Use gestures or simple words to communicate where language barriers exist.</p> <p>SA7. Use questioning to minimise misunderstandings.</p> <p>SA8. Display courteous and helpful behaviour at all times.</p>
<p><b>L. Professional Skills</b></p>	<p><b>Decision Making</b></p> <p>On the job the individual needs to be able to:</p> <p>SB1. Make appropriate decisions regarding the responsibilities of the job role.</p>

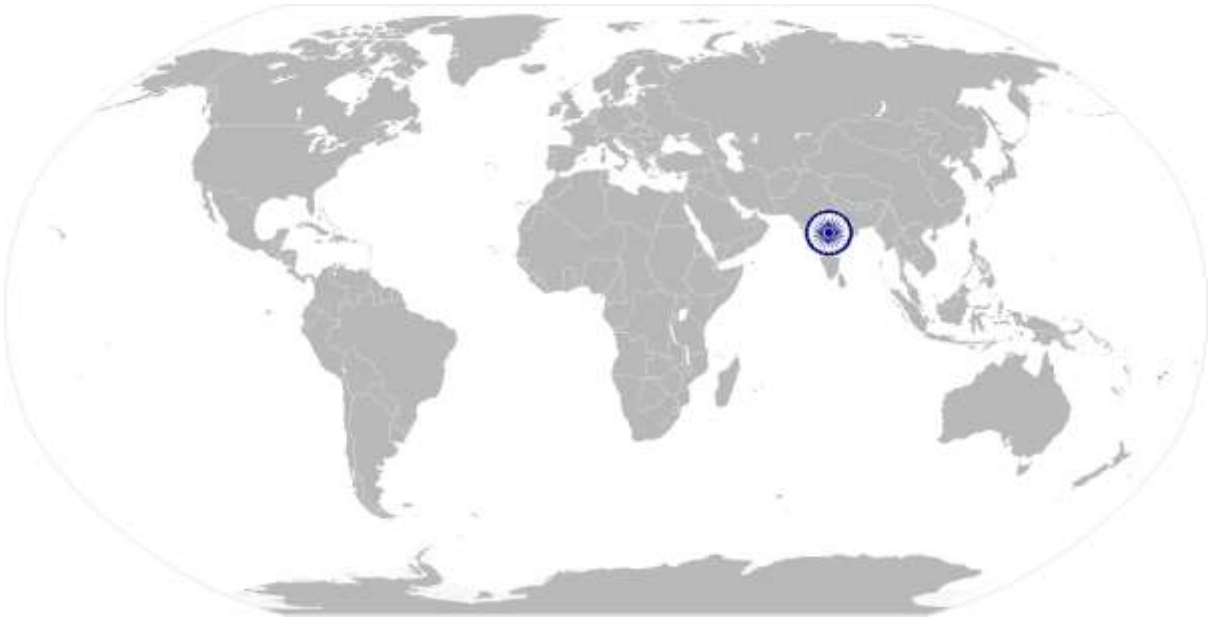
	<b>Plan and Organize</b>
	On the job the individual needs to be able to: SB2. Plan and schedule routines.
	<b>Customer Centricity</b>
	On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.
	<b>Problem Solving</b>
	On the job the individual needs to be able to identify and respond to: SB4. Breakdowns and malfunction of equipment. SB5. Unsafe and hazardous working conditions. SB6. Security breaches.
	<b>Analytical Thinking</b>
	On the job the individual needs to be able to: SB1. Determine impact of the loyalty schemes to the benefit of the company.
	<b>Critical Thinking</b>
Not Applicable	



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<b>Credits(NVEQF/NVQF/NSQF) [OPTIONAL]</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Retail</b>	<b>Drafted on</b>	<b>20/04/13</b>
<b>Industry Sub-sector</b>	<b>B2B &amp; B2C</b>	<b>Last reviewed on</b>	<b>26/06/15</b>
<b>Occupation</b>	<b>Store Operations</b>	<b>Next review date</b>	<b>27/06/16</b>

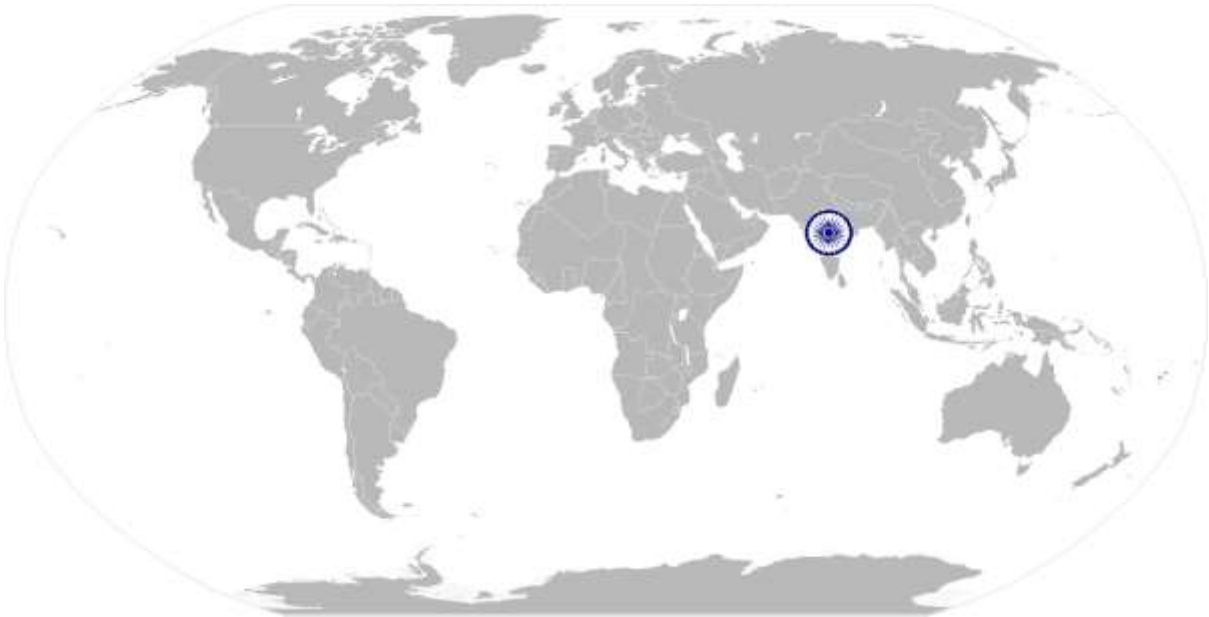
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# National Occupational Standard



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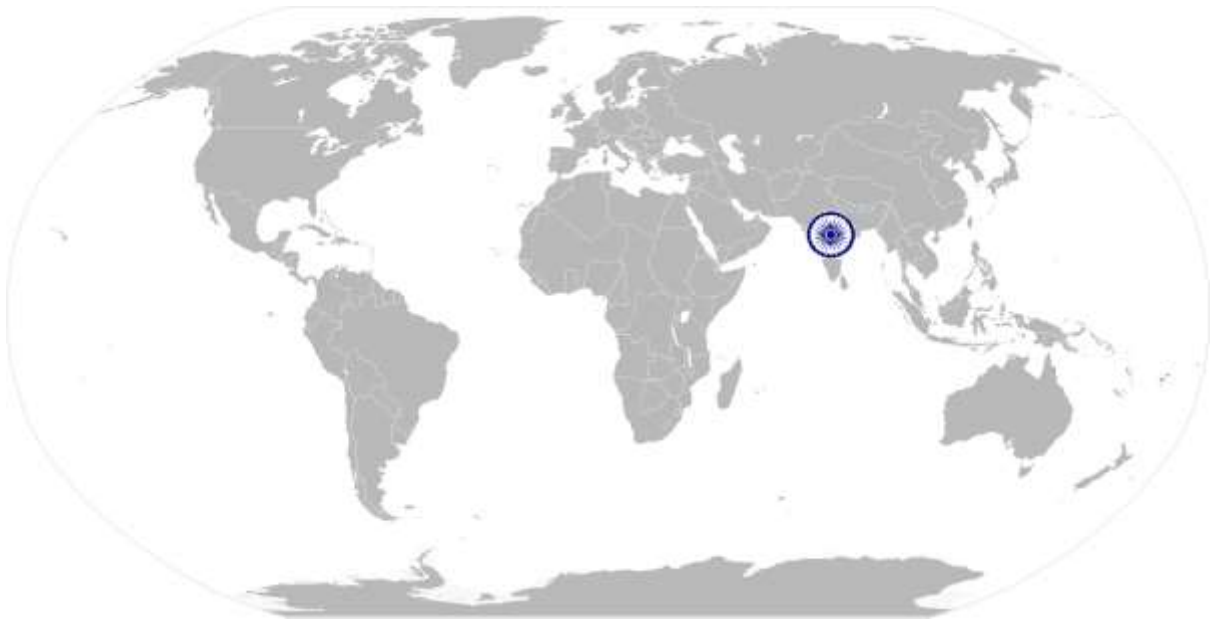
## Overview

This NOS covers the skills and knowledge for an individual to keep the store secure.

<b>Unit Code</b>	<b>RAS / N0119</b>
<b>Unit Title (Task)</b>	<b>Keep the store secure</b>
<b>Description</b>	This OS describes the skills and knowledge required to to keep the store secure
<b>Scope</b>	<p>This unit applies to individuals to keep the store secure in retail operations.</p> <ul style="list-style-type: none"> <li>Identify and report security risks</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>Department Store</li> <li>Supermarket</li> <li>Specialty Store</li> <li>Fresh Food stores</li> <li>Quick Service Food Stores</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Identify and report security risks	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Notice and correctly identify security risks.  PC2. Follow company procedures for reporting security risks.  PC3. Report security risks to the right people promptly and accurately.  PC4. Follow company procedures for preventing security risks while you work.  PC5. Notice where stock may have been stolen and tell the right person about it.</p>
<b>Knowledge and Understanding (K)</b>	
<b>G. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>On the job the individual needs to apply knowledge of:</p> <p>KA1. Workplace security matters.  KA2. What can happen, to you and to the company, if the store is not kept secure.  KA3. Helping to keep the workplace secure by noticing and reporting security risks.  KA4. The types of security risk you need to be alert for, including: shoplifting, theft by staff, aggressive customers, vandalism, terrorist activity.  KA5. Identifying security risks.  KA6. Situations that can make you less alert for security risks, and how to deal with these situations.  KA7. Reporting security risks promptly and accurately.  KA8. Whom to report security risks to and how to communicate these risks.  KA9. Reasons why you should not take on more responsibility than you are authorised to when faced with security risks, including: personal safety, legal considerations &amp; company policy.</p>

<p><b>B. Technical Knowledge</b></p>	<p>On the job the individual needs to apply technical knowledge of</p> <p>KB1. Activating all the loss prevention and security devices. KB2. Securing all the security alarms. KB3. Deactivating the loss prevention &amp; security devices.</p>
<p><b>Skills (S)</b></p>	
<p><b>M. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills,</b></p> <p>On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.</p> <p><b>Reading Skills</b></p> <p>On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>On the job the individual needs to be able to: SA5. Follow instructions accurately SA6. Use gestures or simple words to communicate where language barriers exist SA7. Use questioning to minimise misunderstandings SA8. Display courteous and helpful behaviour at all times</p>
<p><b>N. Professional Skills</b></p>	<p><b>Decision Making</b></p> <p>On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.</p> <p><b>Plan and Organize</b></p> <p>On the job the individual needs to be able to: SB2. Plan and schedule routines.</p> <p><b>Customer Centricity</b></p> <p>On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.</p> <p><b>Problem Solving</b></p> <p>On the job the individual needs to be able to identify and respond to: SB4. Breakdowns and malfunction of equipment. SB5. Unsafe and hazardous working conditions. SB6. Security breaches.</p>

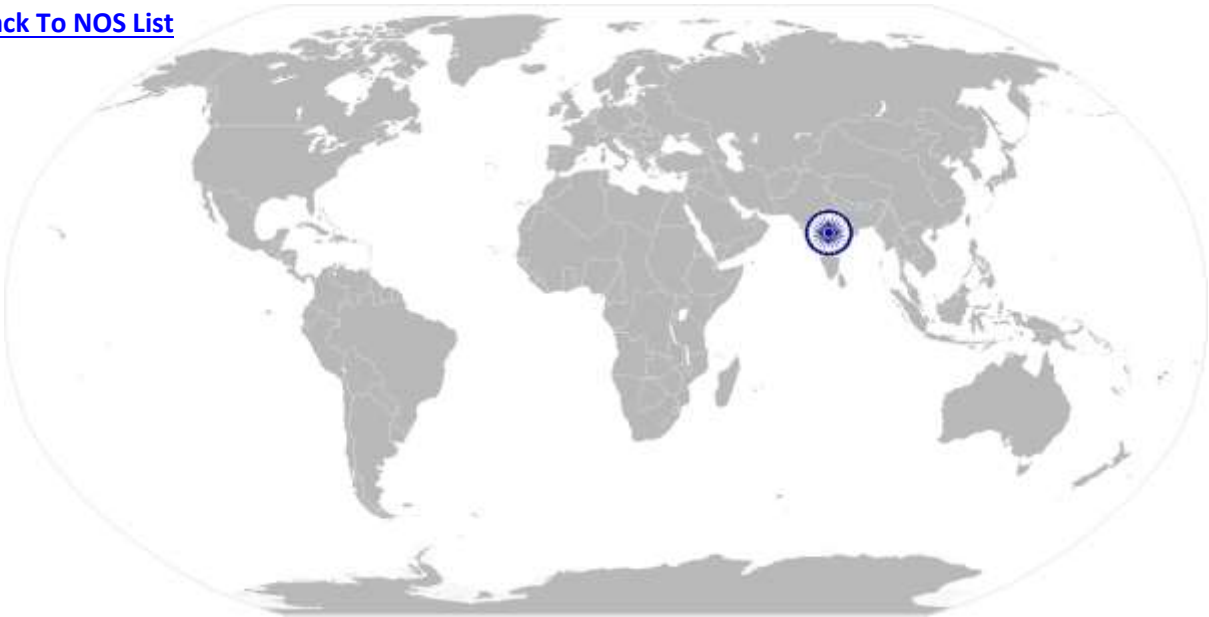
	<b>Analytical Thinking</b>
	On the job the individual needs to be able to: SB 7. Respond to emergency situations as per the escalation matrix.
	<b>Critical Thinking</b>
	On the job the individual needs to be able to: SB 8. Determine the impact of not securing the loss prevention and security equipment.



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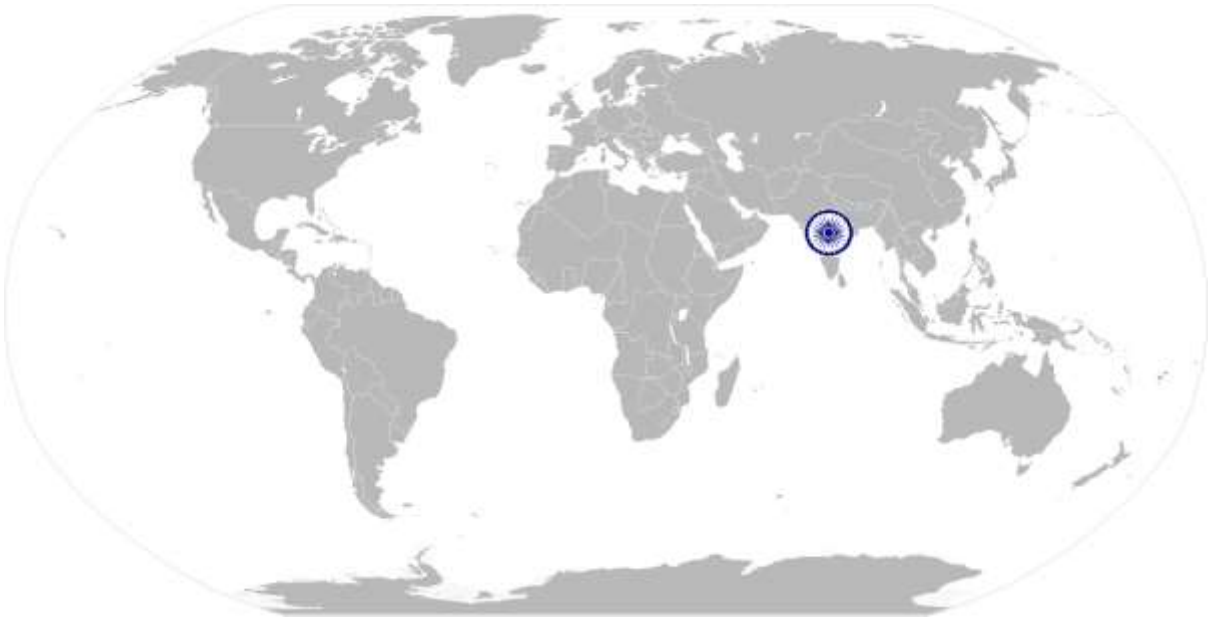
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<b>Credits(NVEQF/NVQF/NSQF) [OPTIONAL]</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Retail	<b>Drafted on</b>	20/04/13
<b>Industry Sub-sector</b>	B2B & B2C	<b>Last reviewed on</b>	26/06/15
<b>Occupation</b>	Store Operations	<b>Next review date</b>	27/06/16

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# National Occupational Standard



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## Overview

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

<b>Unit Code</b>	<b>RAS / N0121</b>
<b>Unit Title (Task)</b>	<b>Maintain health and safety</b>
<b>Description</b>	This OS describes the skills and knowledge required to to maintain health and safety.
<b>Scope</b>	<p>This unit applies to individuals to maintain health and safety in retail operations.</p> <ul style="list-style-type: none"> <li>• Identify and report accidents and emergencies</li> <li>• Protect health and safety as you work</li> <li>• Lift and handle goods safely</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Identify and report accidents and emergencies	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Notice and correctly identify accidents and emergencies.</p> <p>PC2. Get help promptly and in the most suitable way.</p> <p>PC3. Follow company policy and procedures for preventing further injury while waiting for help to arrive.</p> <p>PC4. Act within the limits of your responsibility and authority when accidents and emergencies arise.</p> <p>PC5. Promptly follow instructions given by senior staff and the emergency services.</p>
Protect health and safety as you work	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Follow company procedures and legal requirements for reducing health and safety risks as far as possible while you work.</p> <p>PC2. Use safety equipment correctly and in the right situations.</p> <p>PC3. Get advice and help from the right people when you are concerned about your ability to work safely.</p>

Lift and handle goods safely	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Take suitable safety measures before lifting to protect yourself and other people.</p> <p>PC2. Use approved lifting and handling techniques.</p> <p>PC3. Check that any equipment you need to use is fit for use.</p> <p>PC4. Use lifting and handling equipment in line with company guidelines and manufacturers' instructions.</p> <p>PC5. Plan a safe and efficient route for moving goods.</p> <p>PC6. Make sure that you understand your responsibilities when you ask others to help in lifting and handling operations.</p>
<b>Knowledge and Understanding (K)</b>	
<p><b>H. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>On the job the individual needs to apply knowledge of:</p> <p>KA1. The types of accident and emergency that tend to happen in stores and why they happen.</p> <p>KA2. Getting help in the event of an accident or emergency.</p> <p>KA3. Action you can safely and usefully take while waiting for help to arrive.</p> <p>KA4. Health and safety risk that can arise in a store environment.</p> <p>KA5. Company procedures and legal requirements for reducing health and safety risks as far as possible while you work.</p> <p>KA6. Following health and safety procedures.</p> <p>KA7. Safety equipment you need to use and why you need to use it.</p> <p>KA8. What you can lift safely.</p> <p>KA9. Weight of the loads you are asked to lift.</p> <p>KA10. Company guidelines for not lifting more than safe loads.</p> <p>KA11. Planning your route when moving goods including the types of obstacles to look for and how to remove or avoid them.</p> <p>KA12. Company guidelines and manufacturers' instructions for using lifting and handling equipment.</p>
<p><b>B. Technical Knowledge</b></p>	<p>On the job the individual needs to apply technical knowledge of:</p> <p>KB1. Approved techniques for safe handling and lifting.</p> <p>KB2. Approved procedures for using safety equipment.</p>
<b>Skills (S)</b>	
<p><b>O. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills,</b></p>
	<p>On the job the individual needs to be able to:</p> <p>SA1. Complete documentation accurately.</p> <p>SA2. Write simple reports when required.</p>
	<p><b>Reading Skills</b></p>
	<p>On the job the individual needs to be able to:</p> <p>SA3. Read information accurately .</p> <p>SA4. Read and interpret data sheets.</p>



	<b>Oral Communication (Listening and Speaking skills)</b>
	On the job the individual needs to be able to: SA5. Follow instructions accurately. SA6. Use gestures or simple words to communicate where language barriers exist. SA7. Use questioning to minimise misunderstandings. SA8. Display courteous and helpful behaviour at all times.
<b>P. Professional Skills</b>	<b>Decision Making</b>
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	<b>Plan and Organize</b>
	On the job the individual needs to be able to: SB2. Plan and schedule routines.
	<b>Customer Centricity</b>
	On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.
	<b>Problem Solving</b>
	On the job the individual needs to be able to identify and respond to: SB4. Breakdowns and malfunction of equipment. SB5. Unsafe and hazardous working conditions. SB6. Security breaches.
	<b>Analytical Thinking</b>
	Not Applicable
<b>Critical Thinking</b>	
Not Applicable	

**NOS Version Control**

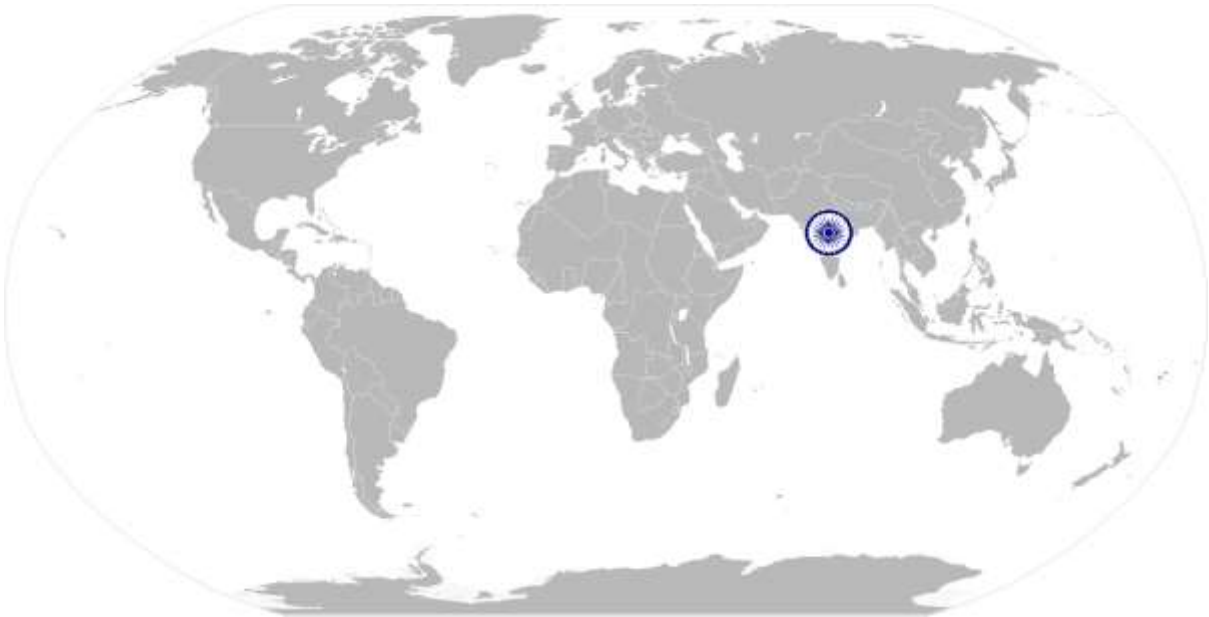
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<b>Credits(NVEQF/NVQF/NSQF) [OPTIONAL]</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Retail</b>	<b>Drafted on</b>	<b>20/04/13</b>
<b>Industry Sub-sector</b>	<b>B2B &amp; B2C</b>	<b>Last reviewed on</b>	<b>26/06/15</b>
<b>Occupation</b>	<b>Store Operations</b>	<b>Next review date</b>	<b>27/06/16</b>

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# National Occupational Standard



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## Overview

This NOS covers the skills and knowledge for an individual to keep the store clean and hygienic.

<b>Unit Code</b>	<b>RAS / N0123</b>
<b>Unit Title (Task)</b>	<b>Keep the store clean and hygienic</b>
<b>Description</b>	This OS describes the skills and knowledge required to keep the store clean and hygienic.
<b>Scope</b>	<p>This unit applies to individuals to keep the store clean and hygienic in retail operations.</p> <ul style="list-style-type: none"> <li>• Keep work surfaces clean</li> <li>• Get rid of waste and litter</li> <li>• Maintain personal hygiene</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Keep work surfaces clean	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Get the equipment and materials that are suitable for the surfaces that need cleaning.</p> <p>PC2. Safely position the cleaning equipment and materials and any items you must move.</p> <p>PC3. Keep the risk of spillages to a minimum and clean up any spillages promptly and thoroughly.</p> <p>PC4. Get rid of rubbish and waste promptly and safely.</p> <p>PC5. Disturb other people as little as possible while cleaning.</p> <p>PC6. Check that surfaces are thoroughly clean.</p> <p>PC7. Store cleaning equipment and materials correctly and promptly when you have finished cleaning.</p>
Get rid of waste and litter	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Use suitable equipment to tidy work areas.</p> <p>PC2. Check that equipment is safe to use before starting to use it.</p> <p>PC3. Get rid of waste and litter safely and in line with company procedures.</p> <p>PC4. Disturb other people as little as possible while getting rid of waste and litter.</p> <p>PC5. Store equipment correctly and promptly after use.</p>

Maintain personal hygiene	To be competent, the user/individual on the job must be able to: PC1. Wear protective clothing that is clean and suitable for the work you need to do. PC2. Dispose correctly of used clothing and products. PC3. Use effective practices and techniques for keeping your hair, skin and nails clean enough for the work you do.
<b>Knowledge and Understanding (K)</b>	
<b>I. Organizational Context</b> (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. Health and safety risks posed by spillages. KA2. Cleaning up spillages promptly. KA3. Following procedures laid by Health Regulations when carrying out routine cleaning and when dealing with spillages. KA4. Cleaning up spillages thoroughly. KA5. Getting rid of rubbish and waste promptly and safely. KA6. Not disturbing others as much as possible while cleaning. KA7. Company standards for clean work surfaces. KA8. Why work areas should be kept free of waste and litter, including health and safety reasons. KA9. Safe methods for getting rid of waste and litter. KA10. Where equipment is stored. KA11. Putting equipment away promptly after use. KA12. Effective cleaning practices and techniques for keeping your hair, skin and nails clean enough for the work you do.
<b>B. Technical Knowledge</b>	On the job the individual needs to apply technical knowledge of  KB1. Techniques for reducing as far as possible the risk of spillages. KB2. Equipment usage and how to check it is safe to use.
<b>Skills (S)</b>	
<b>Q. Core Skills/ Generic Skills</b>	<b>Writing Skills,</b>
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	<b>Reading Skills</b>

	<p>On the job the individual needs to be able to:</p> <p>SA3. Read information accurately.</p> <p>SA4. Read and interpret data sheets.</p>	
	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>On the job the individual needs to be able to:</p> <p>SA5. Follow instructions accurately.</p> <p>SA6. Use gestures or simple words to communicate where language barriers exist.</p> <p>SA7. Use questioning to minimise misunderstandings.</p> <p>SA8. Display courteous and helpful behaviour at all times.</p>	
<b>R. Professional Skills</b>	<p><b>Decision Making</b></p> <p>On the job the individual needs to be able to:</p> <p>SB1. Make appropriate decisions regarding the responsibilities of the job role.</p>	
	<p><b>Plan and Organize</b></p> <p>On the job the individual needs to be able to:</p> <p>SB2. Plan and schedule routines.</p>	
	<p><b>Customer Centricity</b></p> <p>On the job the individual needs to be able to:</p> <p>SB3. Build relationships with internal and external customers.</p>	
	<p><b>Problem Solving</b></p> <p>On the job the individual needs to be able to identify and respond to:</p> <p>SB4. Breakdowns and malfunction of equipment .</p> <p>SB5. Unsafe and hazardous working conditions.</p> <p>SB6. Security breaches.</p>	
	<p><b>Analytical Thinking</b></p> <p>Not Applicable</p>	
	<p><b>Critical Thinking</b></p> <p>Not Applicable</p>	

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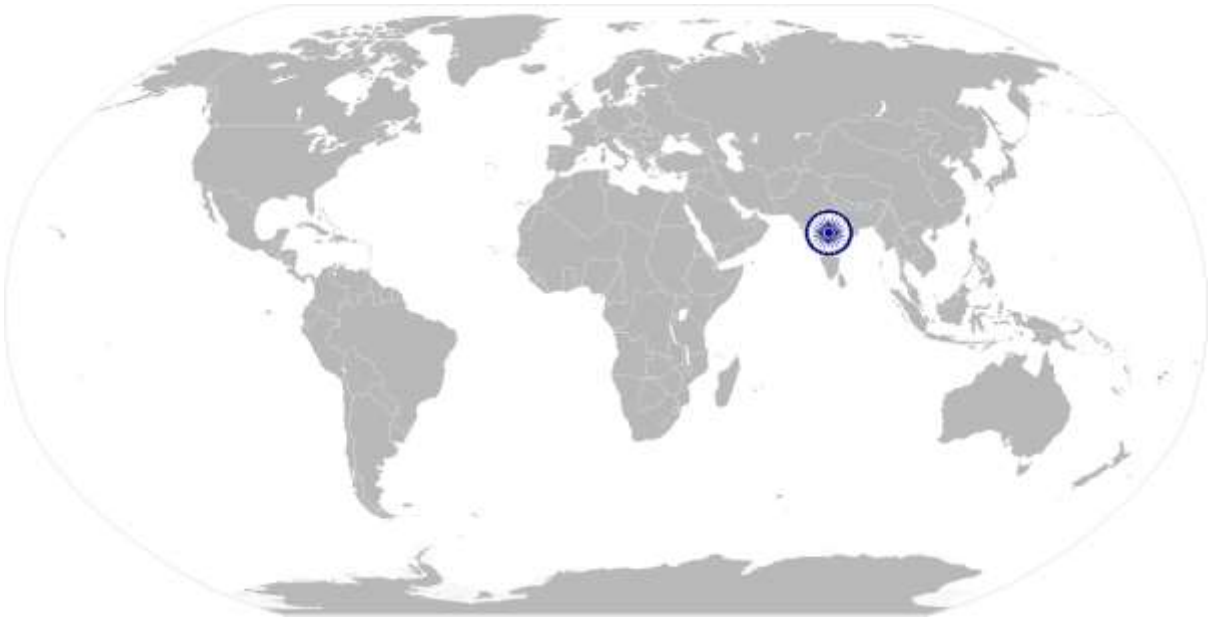
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<b>Credits(NVEQF/NVQF/NSQF) [OPTIONAL]</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Retail</b>	<b>Drafted on</b>	<b>20/04/13</b>
<b>Industry Sub-sector</b>	<b>B2B &amp; B2C</b>	<b>Last reviewed on</b>	<b>26/06/15</b>
<b>Occupation</b>	<b>Store Operations</b>	<b>Next review date</b>	<b>27/06/16</b>

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# National Occupational Standard



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## Overview

This NOS covers the skills and knowledge for an individual to provide information and advice to customers.



<b>Unit Code</b>	<b>RAS / N0124</b>
<b>Unit Title (Task)</b>	<b>Provide information and advice to customers</b>
<b>Description</b>	This OS describes the skills and knowledge required to provide information and advice to customers.
<b>Scope</b>	<p>This unit applies to individuals to provide information and advice to customers in retail operations.</p> <ul style="list-style-type: none"> <li>• Provide information and advice to meet the needs of customers</li> <li>• Help customers sort out complaints</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Provide information and advice to meet the needs of customers	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Acknowledge promptly and politely customers' requests for information and advice.</p> <p>PC2. Identify the customer's needs for information and advice.</p> <p>PC3. Communicate information and advice to customers in ways they can understand.</p> <p>PC4. Provide information and advice to customers that is relevant, complete, accurate and up to date.</p> <p>PC5. Check politely that the information and advice provided meets the customer's needs.</p> <p>PC6. Find other ways to help the customer when the information and advice given is not satisfactory.</p> <p>PC7. Refer requests for information or advice to the right person when you cannot help the customer.</p>
Help customers sort out complaints	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Identify the nature of the complaint from information obtained from customers.</p> <p>PC2. Acknowledge the complaint clearly and accurately and apologise to the customer.</p> <p>PC3. Follow legal requirements and company policies and procedures for dealing with complaints.</p> <p>PC4. When it is not your responsibility to sort complaints, refer them promptly to the right person &amp; explain the referral procedure clearly to the customer.</p>

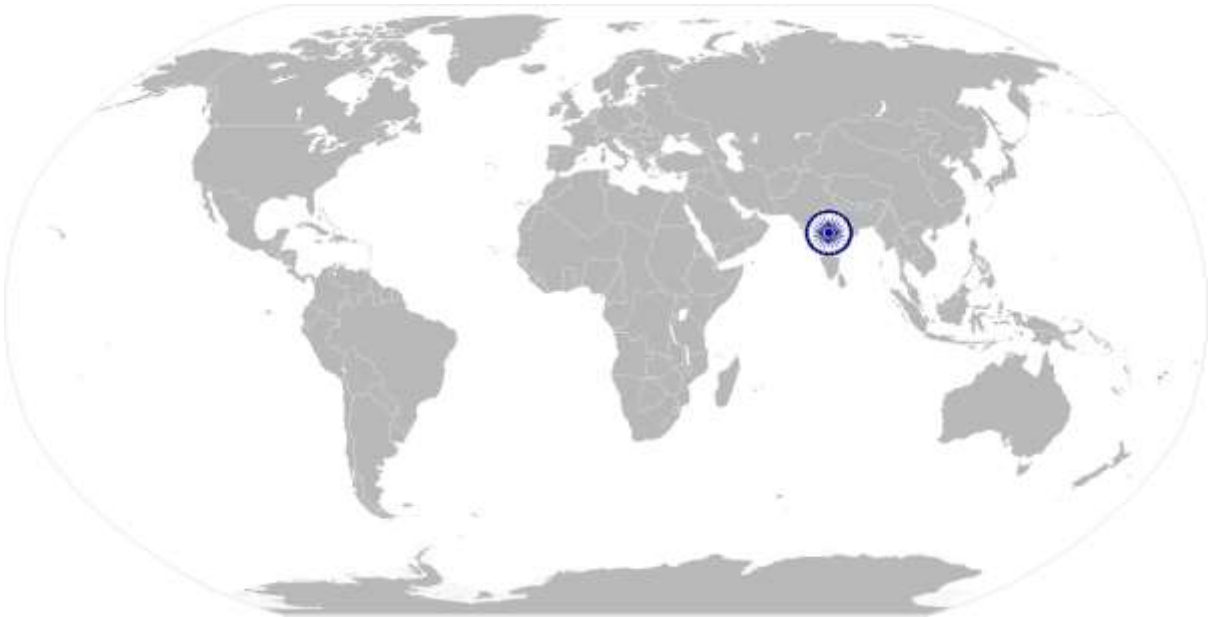
Knowledge and Understanding (K)	
<b>J. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>On the job the individual needs to apply knowledge of:</p> <p>KA1. Identifying the customer’s needs for information and advice.</p> <p>KA2. Giving clear and accurate information and check the customer understands you.</p> <p>KA3. Whom to approach for help if you cannot provide information and advice yourself.</p> <p>KA4. Why it is important to keep customer loyalty and confidence.</p> <p>KA5. Maintaining customer loyalty and confidence while dealing with requests for information and advice.</p> <p>KA6. Company policy on customer service and how this applies to giving information and advice to customers.</p> <p>KA7. Managing angry customers.</p> <p>KA8. Responsibility for sorting out complaints.</p> <p>KA9. Escalation for problems you cannot resolve</p> <p>KA10. Assessing complaints and deciding what action to take.</p> <p>KA11. When you should refuse to accept returned goods.</p> <p>KA12. Keeping customer loyalty and confidence when dealing with complaints.</p> <p>KA13. Rights of the customer and the trader, including legal rights and duties under relevant laws.</p> <p>KA14. Company policy on customer service and how this applies to dealing with complaints.</p>
<b>B. Technical Knowledge</b>	<p>On the job the individual needs to apply technical knowledge of</p> <p>KB1. Relevant information about the products and services you sell (Elective Standards would apply)</p>
Skills (S)	
<b>S. Core Skills/ Generic Skills</b>	<b>Writing Skills,</b>
	<p>On the job the individual needs to be able to:</p> <p>SA1. Complete documentation accurately.</p> <p>SA2. Write simple reports when required.</p>
	<b>Reading Skills</b>
	<p>On the job the individual needs to be able to:</p> <p>SA3. Read information accurately .</p> <p>SA4. Read and interpret data sheets.</p>
	<b>Oral Communication (Listening and Speaking skills)</b>

	<p>On the job the individual needs to be able to:</p> <p>SA5. Follow instructions accurately.</p> <p>SA6. Use gestures or simple words to communicate where language barriers exist.</p> <p>SA7. Use questioning to minimise misunderstandings.</p> <p>SA8. Display courteous and helpful behaviour at all times.</p>
<b>T. Professional Skills</b>	<b>Decision Making</b>
	<p>On the job the individual needs to be able to:</p> <p>SB1. Make appropriate decisions regarding the responsibilities of the job role.</p>
	<b>Plan and Organize</b>
	<p>On the job the individual needs to be able to:</p> <p>SB2. Plan and schedule routines.</p>
	<b>Customer Centricity</b>
	<p>On the job the individual needs to be able to:</p> <p>SB3. Build relationships with internal and external customers.</p>
	<b>Problem Solving</b>
	<p>On the job the individual needs to be able to identify and respond to:</p> <p>SB4. Breakdowns and malfunction of equipment.</p> <p>SB5. Unsafe and hazardous working conditions.</p> <p>SB6. Security breaches.</p>
	<b>Analytical Thinking</b>
	Not Applicable
<b>Critical Thinking</b>	
Not Applicable	

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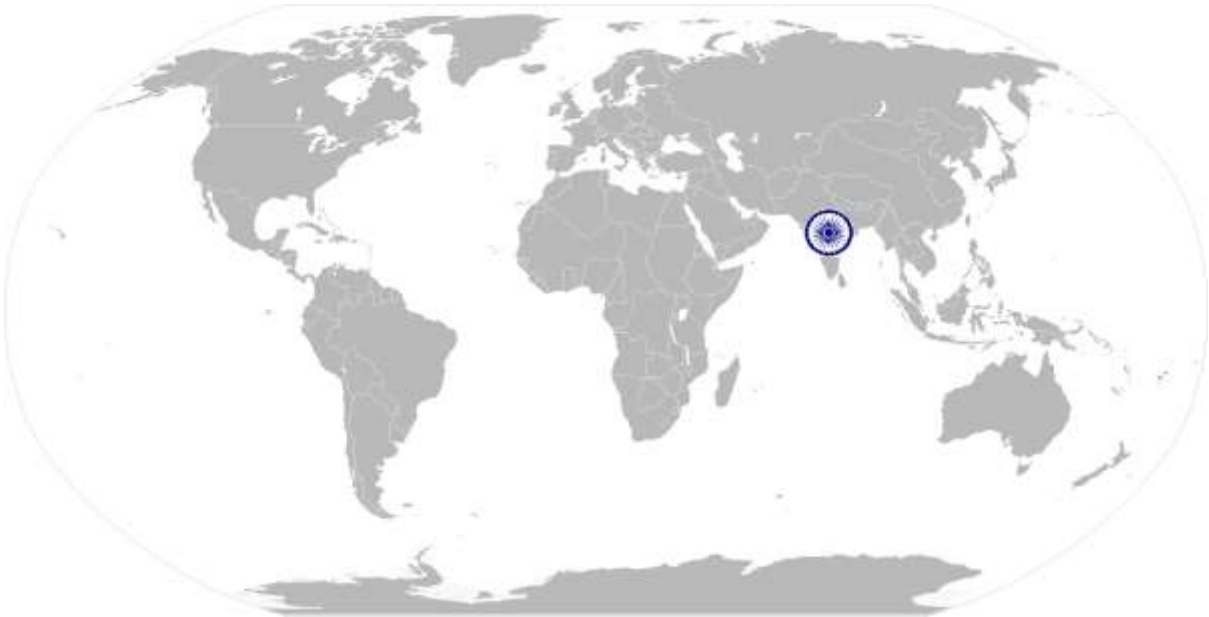
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<b>Credits(NVEQF/NVQF/NSQF) [OPTIONAL]</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Retail	<b>Drafted on</b>	20/04/13
<b>Industry Sub-sector</b>	B2B & B2C	<b>Last reviewed on</b>	26/06/15
<b>Occupation</b>	Store Operations	<b>Next review date</b>	27/06/16

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# National Occupational Standard



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## Overview

This NOS covers the skills and knowledge for an individual to create a positive image of self & organisation in the customers mind.

<b>Unit Code</b>	<b>RAS / N0130</b>
<b>Unit Title (Task)</b>	<b>Create a positive image of self &amp; organisation in the customers mind</b>
<b>Description</b>	This OS describes the skills and knowledge required to create a positive image of self & organisation in the customers mind.
<b>Scope</b>	<p>This unit applies to individuals to create a positive image of self &amp; organisation in the customers mind in retail operations.</p> <ul style="list-style-type: none"> <li>• Establish effective rapport with customers</li> <li>• Respond appropriately to customers</li> <li>• Communicate information to customers</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Establish effective rapport with customers	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Meet your organisation's standards of appearance and behaviour.</p> <p>PC2. Greet your customer respectfully and in a friendly manner.</p> <p>PC3. Communicate with your customer in a way that makes them feel valued and respected.</p> <p>PC4. Identify and confirm your customer's expectations.</p> <p>PC5. Treat your customer courteously and helpfully at all times.</p> <p>PC6. Keep your customer informed and reassured.</p> <p>PC7. Adapt your behaviour to respond effectively to different customer behaviour.</p>
Respond appropriately to customers	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Respond promptly to a customer seeking assistance.</p> <p>PC2. Select the most appropriate way of communicating with your customer.</p> <p>PC3. Check with your customer that you have fully understood their expectations.</p> <p>PC4. Respond promptly and positively to your customers' questions and comments.</p> <p>PC5. Allow your customer time to consider your response and give further explanation when appropriate.</p>

<p>Communicate information to customers</p>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Quickly locate information that will help your customer.</p> <p>PC2. Give your customer the information they need about the services or products offered by your organisation.</p> <p>PC3. Recognise information that your customer might find complicated and check whether they fully understand.</p> <p>PC4. Explain clearly to your customers any reasons why their needs or expectations cannot be met.</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>K. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>On the job the individual needs to apply knowledge of:</p> <p>KA1. Organisation's standards for appearance and behaviour.</p> <p>KA2. Organisation's guidelines for how to recognise what your customer wants and respond appropriately.</p> <p>KA3. Organisation's rules and procedures regarding the methods of communication you use.</p> <p>KA4. Recognising when a customer is angry or confused.</p> <p>KA5. Organisation's standards for timeliness in responding to customer questions and requests for information.</p>
<p><b>B. Technical Knowledge</b></p>	<p>Not Applicable</p>
<p><b>Skills (S)</b></p>	
<p><b>U. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills,</b></p> <p>On the job the individual needs to be able to:</p> <p>SA1. Complete documentation accurately</p> <p>SA2. Write simple reports when required</p> <hr/> <p><b>Reading Skills</b></p> <p>On the job the individual needs to be able to:</p> <p>SA3. Read information accurately.</p> <p>SA4. Read and interpret data sheets.</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p>

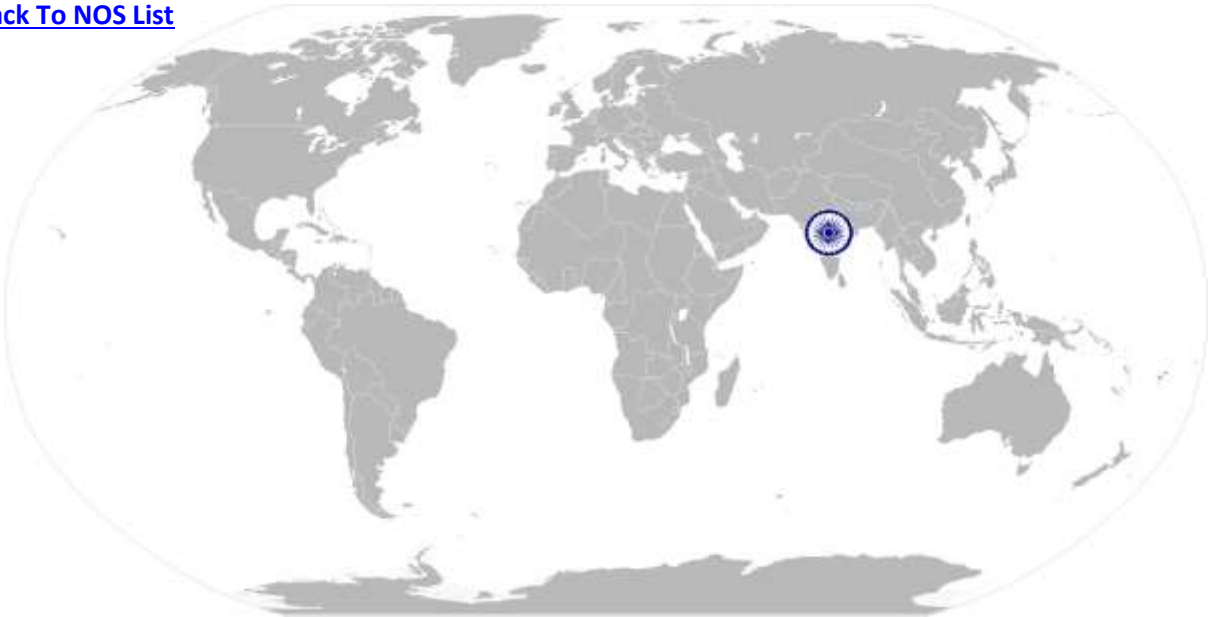
	<p>On the job the individual needs to be able to:</p> <p>SA5. Follow instructions accurately.</p> <p>SA6. Use gestures or simple words to communicate where language barriers exist.</p> <p>SA7. Use questioning to minimise misunderstandings.</p> <p>SA8. Display courteous and helpful behaviour at all times.</p>
<b>V. Professional Skills</b>	<b>Decision Making</b>
	<p>On the job the individual needs to be able to:</p> <p>SB1. Make appropriate decisions regarding the responsibilities of the job role.</p>
	<b>Plan and Organize</b>
	<p>On the job the individual needs to be able to:</p> <p>SB2. Plan and schedule routines.</p>
	<b>Customer Centricity</b>
	<p>On the job the individual needs to be able to:</p> <p>SB3. Build relationships with internal and external customers.</p>
	<b>Problem Solving</b>
	<p>On the job the individual needs to be able to identify and respond to:</p> <p>SB4. Breakdowns and malfunction of equipment</p> <p>SB5. Unsafe and hazardous working conditions</p> <p>SB6. Security breaches</p>
	<b>Analytical Thinking</b>
	Not Applicable
<b>Critical Thinking</b>	
Not Applicable	



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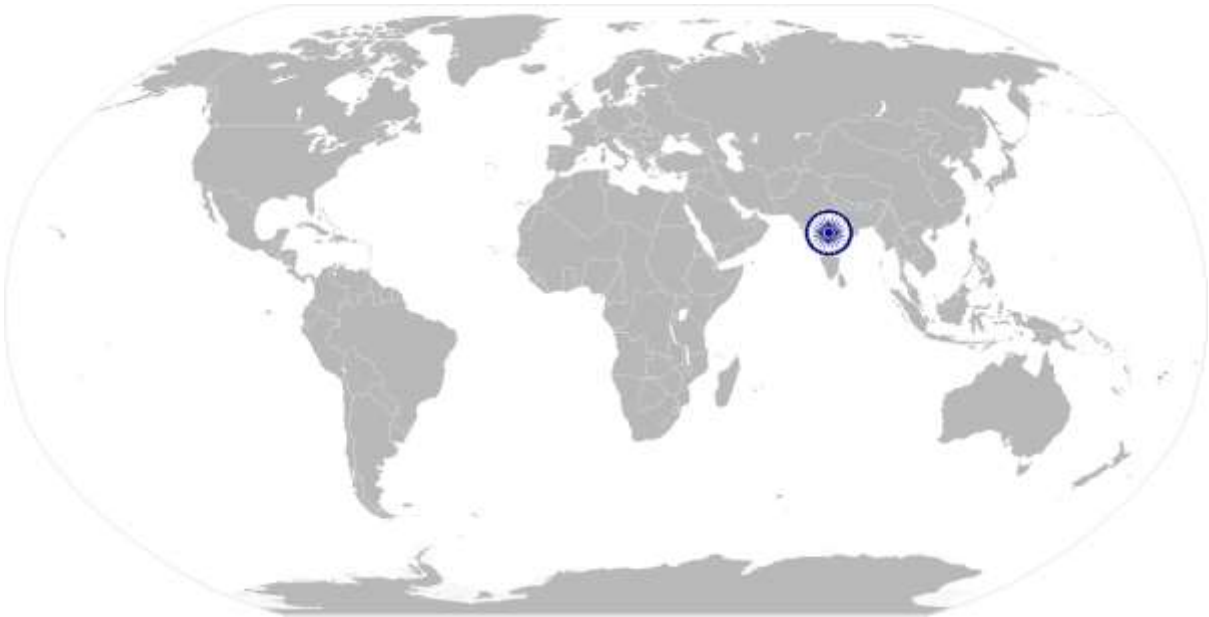
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<b>Credits(NVEQF/NVQF/NSQF) [OPTIONAL]</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Retail	<b>Drafted on</b>	20/04/13
<b>Industry Sub-sector</b>	B2B & B2C	<b>Last reviewed on</b>	26/06/15
<b>Occupation</b>	Store Operations	<b>Next review date</b>	27/06/16

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# National Occupational Standard



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## Overview

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

<b>Unit Code</b>	<b>RAS / N0137</b>
<b>Unit Title (Task)</b>	<b>Work Effectively in a Retail Team</b>
<b>Description</b>	This OS describes the skills and knowledge required to work effectively within and with teams across a Retail environment.
<b>Scope</b>	<p>This unit applies to individuals in a Retail environment who are required within their job role to work as part of a team or to work cooperatively with other teams where no reporting relationship is in place.</p> <p>Requirement of this role would include but not be limited to:</p> <ul style="list-style-type: none"> <li>• Interaction with team members</li> <li>• Cooperation with other teams</li> <li>• Supporting and guiding team activities</li> </ul> <p>The role may be performed in a range of Retail Environments such as:</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> <li>• Distribution Centre</li> <li>• Shopping Mall</li> </ul>
<b>Performance Criteria</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Support the work team</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Display courteous and helpful behaviour at all times.</p> <p>PC2. Take opportunities to enhance the level of assistance offered to colleagues</p> <p>PC3. Meet all reasonable requests for assistance within acceptable workplace timeframes.</p> <p>PC4. Complete allocated tasks as required.</p> <p>PC5. Seek assistance when difficulties arise.</p> <p>PC6. Use questioning techniques to clarify instructions or responsibilities.</p> <p>PC7. Identify and display a non discriminatory attitude in all contacts with customers and other staff members.</p>
<b>Maintain personal presentation</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact.</p> <p>PC2. Follow personal hygiene procedures according to organisational policy and relevant legislation.</p>

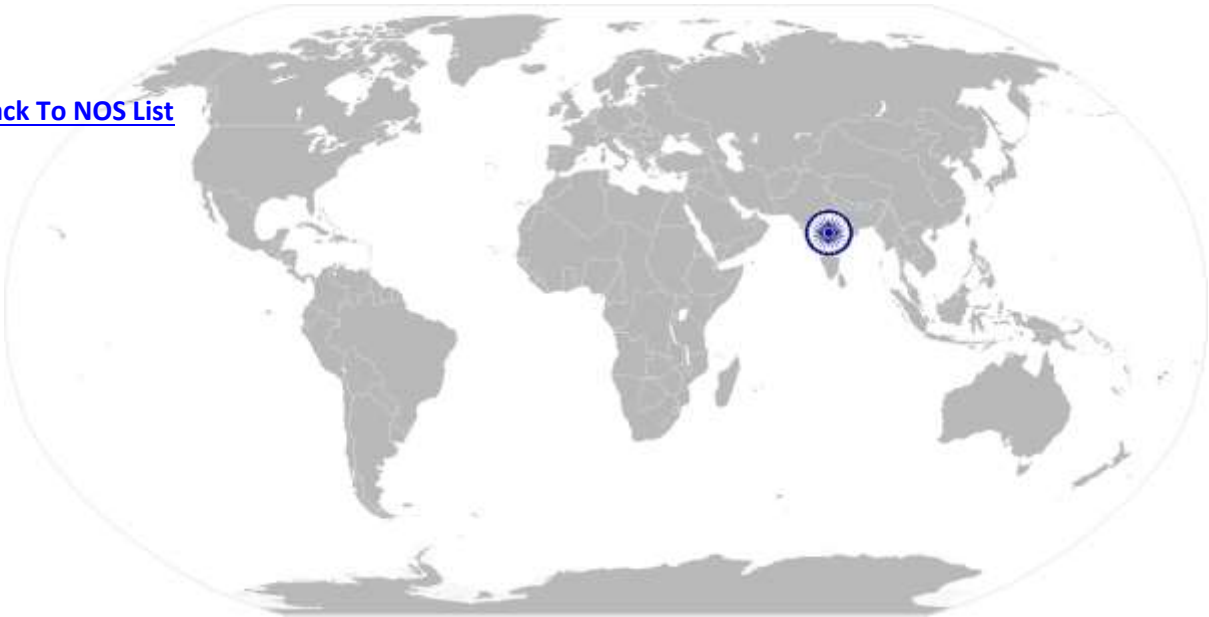
<p><b>Develop effective work habits</b></p>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task.</p> <p>PC2. Interpret, confirm and act on legal requirements in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

	<p>On the job the individual needs to be able to:</p> <p>SA4. Follow instructions accurately.</p> <p>SA5. Use gestures or simple words to communicate where language barriers exist.</p> <p>SA6. Use questioning to minimise misunderstandings.</p> <p>SA7. Display courteous and helpful behaviour at all times.</p>
<b>X. Professional Skills</b>	<b>Decision Making</b>
	N/A
	<b>Plan and Organize</b>
	<p>On the job the individual needs to be able to:</p> <p>SB1. Plan and schedule time personal management.</p>
	<b>Customer Centricity</b>
	<p>On the job the individual needs to be able to:</p> <p>SB2. Build relationships with internal and external team members.</p>
	<b>Problem Solving</b>
	<p>On the job the individual needs to be able to identify and respond to:</p> <p>SB3. Ambiguity in directions and instructions.</p> <p>SB4. Breakdown in relationships within the team.</p> <p>SB5. Breakdowns in communications with other teams.</p>
	<b>Analytical Thinking</b>
	<p>On the job the individual needs to be able to:</p> <p>N/A</p>
<b>Critical Thinking</b>	
<p>On the job the individual needs to be able to:</p> <p>N/A</p>	

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<b>Industry</b>	Retail	<b>Drafted on</b>	20/04/13
<b>Industry Sub-sector</b>	B2B & B2C	<b>Last reviewed on</b>	26/06/15
<b>Occupation</b>	Store Operations	<b>Next review date</b>	27/06/16

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<b>Criteria for Assessments for QP of a Job Role</b>	
<b>Criteria for Assessment of Trainees</b>	
<b>Job Role</b>	Trainee Associate
<b>Qualification Pack</b>	RAS / Q0103
<b>Sector Skill Council</b>	Retail
<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. Individual assessment agencies will create <i>unique question papers for theory part for each candidate at each examination/training centre</i> (as per assessment criteria below) 4. Individual assessment agencies will create <i>unique evaluations for skill practical for every student at each examination/training centre</i> based on this criteria 5. To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS 6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack	

NOS	Performance Criteria	Total marks (1200)	Marks Allocation		
			Out of	Theory	Skills
RAS / N0105 To display stock to promote sales	PC1. Identify need for the display in relation to stock, space, position of the display and dates.	100	10	5	5
	PC2. Check that the display area is the right size and report any concerns promptly.		5	2.5	2.5
	PC3. Gather the materials, equipment and stock you need for the display and check that they are clean, safe and in good working order.		10	5	5
	PC4. Follow company procedures for clearing, cleaning and preparing the display area before use.		5	2.5	2.5
	PC1. Set up and dismantle the display safely, in line with plans and within the time allowed.		10	5	5
	PC2. Check that the display is clean, tidy and safe for use.		5	2.5	2.5
	PC3. Check that the display has the levels of stock you need.		10	5	5
	PC4. Clean and store equipment and excess materials; get rid of waste safely, correctly and promptly.		5	2.5	2.5
	PC1. Check requirements for labelling stock.		10	5	5
	PC2. Check information on the label is clear, accurate and legal before starting to label stock.		5	2.5	2.5
	PC3. Report promptly any information on labels that may need changing.		5	2.5	2.5
	PC4. Attach the right labels to the right products.		5	2.5	2.5
	PC5. Position labels so that they are securely fastened and customers can see them clearly.		10	5	5
	PC6. Complete labelling within the time allowed		5	2.5	2.5
	Total	100	50	50	
RAS /	PC1. Identify the purpose, content and style of the display.	100	10	5	5

NOS	Performance Criteria	Total marks (1200)	Marks Allocation		
			Out of	Theory	Skills
<b>N0106</b> To plan and prepare visual merchandising displays	PC2. Identify the equipment, materials, merchandise and props you need to create and install the display and the dates for completing it.		10	5	5
	PC3. Evaluate whether the place you plan to put the display is likely to fulfil the design brief.		10	5	5
	PC4. Create new and effective ways of improving the visual effect, within limits of design brief, company's visual design policies and authority you have		15	7.5	7.5
	PC1. Confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention.		10	5	5
	PC2. Identify other merchandise and props when those originally specified are not available or not suitable, and agree your selections with the right person.		10	5	5
	PC3. Agree arrangements for delivery of merchandise & props with right people, allowing enough time for deliveries to arrive before display must be installed.		15	7.5	7.5
	PC4. Check the progress of deliveries and take suitable action if delays seem likely.		10	5	5
	PC5. Update stock records to account for merchandise on display		10	5	5
			Total	100	50
<b>RAS / N0107</b> To dress visual merchandising displays	PC1. Use the design brief to identify the focal points of the display.	100	5	2.5	2.5
	PC2. Choose shapes, colours and groupings that are suited to the purpose and style of the display.		5	2.5	2.5
	PC3. Create displays that achieve the visual effect you need and are consistent with the company's visual design policy.		5	2.5	2.5
	PC4. Position merchandise, graphics and signs in ways that promote sales.		5	2.5	2.5
	PC5. Check that lighting is installed in line with the design brief.		5	2.5	2.5
	PC6. Check that the finished display meets health and safety guidelines and legal requirements.		5	2.5	2.5
	PC1. Position merchandise, graphics & signs according to guidelines & in ways that attract attention & interest of customers & give customers information they need.		5	2.5	2.5
	PC2. Group merchandise appropriately for the purpose & style of display, the selling features of merchandise & the visual effect needed under the design brief.		5	2.5	2.5
	PC3. Make sure that lighting is installed in line with lighting requirements.		5	2.5	2.5
	PC4. Check that the finished display meets health and safety guidelines and legal requirements.		10	5	5
	PC1. Check that all the parts of the display are suitable for the purpose of the display and meet requirements.		5	2.5	2.5
	PC2. Check that the display meets requirements for easy access, safety and security.		5	2.5	2.5
	PC3. Identify safety and security risks to the display and choose suitable ways of reducing risks.		5	2.5	2.5



NOS	Performance Criteria	Total marks (1200)	Marks Allocation		
			Out of	Theory	Skills
	PC4. Consider how the display looks from all the directions from which customers will approach it.		5	2.5	2.5
	PC5. Encourage colleagues to provide constructive comments about the display.		5	2.5	2.5
	PC6. Promptly make any adjustments that you are authorised to make and that are needed to achieve the visual effect and to make the display safe and secure.		5	2.5	2.5
	PC7. Regularly check the display's visual effect.		5	2.5	2.5
	PC8. Promptly report to the right person any problems and risks that you are not responsible for sorting out yourself.		10	5	5
		Total	100	50	50
<b>RAS / N0108</b> To dismantle and store visual merchandising displays	PC1. Dismantle displays safely.	100	5	2.5	2.5
	PC2. Protect the parts of the display from being damaged during dismantling.		10	5	5
	PC3. Return the parts of the display to the appropriate places promptly and, if needed, in a saleable condition.		10	5	5
	PC4. Get rid of unwanted materials safely and keep accurate records of this if needed.		10	5	5
	PC5. Clean display sites and parts using safe and approved cleaning materials and equipment.		10	5	5
	PC1. Work out accurately the storage space required.		10	5	5
	PC2. Identify the protective packaging you need and the security measures that need to be in place.		10	5	5
	PC3. Store items in suitable places and with clear and accurate labels.		5	2.5	2.5
	PC4. Keep accurate and up-to-date records of items in storage.		10	5	5
	PC5. Identify damaged items, missing items and dangers and risks to health and safety, and report these promptly to the right person.		10	5	5
	PC6. Check that storage facilities and items in storage are clean, safe, secure and accessible only to those with a right to them.		10	5	5
	Total	100	50	50	
<b>RAS / N0109</b> To prepare products for sale	PC1. Check that all expected items and parts of the product are in the package.	100	10	5	5
	PC2. Remove all unwanted packaging and safely get rid of waste.		10	5	5
	PC3. Gather the tools you need for putting products together.		10	5	5
	PC4. Use safe work methods and follow manufacturers' instructions when putting products together.		10	5	5
	PC5. Check that products have been assembled correctly and can be used safely.		20	10	10
	PC6. Ask the right person for help when products are proving difficult to put together.		15	7.5	7.5
	PC7. Check regularly that products on display are in a satisfactory condition.		10	5	5
	PC8. Promptly remove damaged products from display and follow company procedures for dealing with them.		15	7.5	7.5
	Total	100	50	50	

NOS	Performance Criteria	Total marks (1200)	Marks Allocation		
			Out of	Theory	Skills
<b>RAS / N0118</b> To promote loyalty schemes to customers	PC1. Take suitable opportunities to ask customers if they are members of the loyalty scheme and whether they are interested in joining.	100	10	5	5
	PC2. Explain clearly and accurately to customers how joining the scheme would benefit them, including any current special offers relating to the scheme.		10	5	5
	PC3. Respond positively to any questions or objections that the customer raises.		10	5	5
	PC4. Provide relevant information to the customer to help them decide whether to join the scheme.		5	2.5	2.5
	PC5. Treat the customer politely at all times and in a way that promotes goodwill		5	2.5	2.5
	PC1. Recognise accurately when customers are interested in joining the scheme.		10	5	5
	PC2. Take opportunities to ask customers who are showing signs of interest to sign up for the scheme.		10	5	5
	PC3. Fill in the membership application accurately with the customer, using the information they provide.		10	5	5
	PC4. Give the customer proof of their membership.		10	5	5
	PC5. Check with the customer that their details, as shown on the membership documentation, are correct.		10	5	5
PC6. Give application forms to customers who show interest but are not willing to join the scheme there and then.	10	5	5		
	Total	100	50	50	
<b>RAS / N0119</b> To keep the store secure	PC1. Notice and correctly identify security risks.	100	20	10	10
	PC2. Follow company procedures for reporting security risks.		20	10	10
	PC3. Report security risks to the right people promptly and accurately.		20	10	10
	PC4. Follow company procedures for preventing security risks while you work.		20	10	10
	PC5. Notice where stock may have been stolen and tell the right person about it.		20	10	10
	Total	100	50	50	
<b>RAS / N0121</b> To maintain health and safety	PC1. Notice and correctly identify accidents and emergencies.	100	5	2.5	2.5
	PC2. Get help promptly and in the most suitable way.		5	2.5	2.5
	PC3. Follow company policy and procedures for preventing further injury while waiting for help to arrive.		5	2.5	2.5
	PC4. Act within the limits of your responsibility and authority when accidents and emergencies arise.		5	2.5	2.5
	PC5. Promptly follow instructions given by senior staff and the emergency services		10	5	5
	PC1. Follow company procedures and legal requirements for reducing health and safety risks as far as possible while you work.		10	5	5
	PC2. Use safety equipment correctly and in the right situations.		5	2.5	2.5
	PC3. Get advice and help from the right people when you are concerned about your ability to work safely		10	5	5
	PC1. Take suitable safety measures before lifting to protect		10	5	5

NOS	Performance Criteria	Total marks (1200)	Marks Allocation		
			Out of	Theory	Skills
	yourself and other people.				
	PC2. Use approved lifting and handling techniques.		10	5	5
	PC3. Check that any equipment you need to use is fit for use.		5	2.5	2.5
	PC4. Use lifting and handling equipment in line with company guidelines and manufacturers' instructions.		5	2.5	2.5
	PC5. Plan a safe and efficient route for moving goods.		10	5	5
	PC6. Make sure that you understand your responsibilities when you ask others to help in lifting and handling operations		5	2.5	2.5
		Total	100	50	50
<b>RAS / N0123</b> To keep the store clean and hygienic	PC1. Get the equipment and materials that are suitable for the surfaces that need cleaning.	100	5	2.5	2.5
	PC2. Safely position the cleaning equipment and materials and any items you must move.		5	2.5	2.5
	PC3. Keep the risk of spillages to a minimum and clean up any spillages promptly and thoroughly.		10	5	5
	PC4. Get rid of rubbish and waste promptly and safely.		5	2.5	2.5
	PC5. Disturb other people as little as possible while cleaning.		5	2.5	2.5
	PC6. Check that surfaces are thoroughly clean.		10	5	5
	PC7. Store cleaning equipment and materials correctly and promptly when you have finished cleaning.		5	2.5	2.5
	PC1. Use suitable equipment to tidy work areas.		5	2.5	2.5
	PC2. Check that equipment is safe to use before starting to use it.		5	2.5	2.5
	PC3. Get rid of waste and litter safely and in line with company procedures.		5	2.5	2.5
	PC4. Disturb other people as little as possible while getting rid of waste and litter.		10	5	5
	PC5. Store equipment correctly and promptly after use		5	2.5	2.5
	PC1. Wear protective clothing that is clean and suitable for the work you need to do.		10	5	5
	PC2. Dispose correctly of used clothing and products.		5	2.5	2.5
	PC3. Use effective practices and techniques for keeping your hair, skin and nails clean enough for the work you do		10	5	5
	Total	100	50	50	
<b>RAS / N0124</b> To provide information and advice to customers	PC1. Acknowledge promptly and politely customers' requests for information and advice.	100	10	5	5
	PC2. Identify the customer's needs for information and advice.		10	5	5
	PC3. Communicate information and advice to customers in ways they can understand.		10	5	5
	PC4. Provide information and advice to customers that is relevant, complete, accurate and up to date.		10	5	5
	PC5. Check politely that the information and advice provided meets the customer's needs.		10	5	5
	PC6. Find other ways to help the customer when the information and advice given is not satisfactory.		10	5	5
	PC7. Refer requests for information or advice to the right person when you cannot help the customer.		5	2.5	2.5

NOS	Performance Criteria	Total marks (1200)	Marks Allocation		
			Out of	Theory	Skills
	PC1. Identify the nature of the complaint from information obtained from customers.		10	5	5
	PC2. Acknowledge the complaint clearly and accurately and apologise to the customer.		5	2.5	2.5
	PC3. Follow legal requirements and company policies and procedures for dealing with complaints.		10	5	5
	PC4. When it is not your responsibility to sort complaints, refer them promptly to the right person & explain the referral procedure clearly to the customer		10	5	5
	<b>Total</b>		<b>100</b>	<b>50</b>	<b>50</b>
<b>RAS / N0130</b> <b>To create a positive image of self &amp; organisation in the customers mind</b>	PC1. Meet your organisation's standards of appearance and behaviour.	100	5	2.5	2.5
	PC2. Greet your customer respectfully and in a friendly manner.		5	2.5	2.5
	PC3. Communicate with your customer in a way that makes them feel valued and respected.		10	5	5
	PC4. Identify and confirm your customer's expectations.		5	2.5	2.5
	PC5. Treat your customer courteously and helpfully at all times.		5	2.5	2.5
	PC6. Keep your customer informed and reassured.		5	2.5	2.5
	PC7. Adapt your behaviour to respond effectively to different customer behaviour		10	5	5
	PC1. Respond promptly to a customer seeking assistance.		5	2.5	2.5
	PC2. Select the most appropriate way of communicating with your customer.		5	2.5	2.5
	PC3. Check with your customer that you have fully understood their expectations.		5	2.5	2.5
	PC4. Respond promptly and positively to your customers' questions and comments.		5	2.5	2.5
	PC5. Allow your customer time to consider your response and give further explanation when appropriate		5	2.5	2.5
	PC1. Quickly locate information that will help your customer.		5	2.5	2.5
	PC2. Give your customer the information they need about the services or products offered by your organisation.		10	5	5
	PC3. Recognise information that your customer might find complicated and check whether they fully understand.		5	2.5	2.5
	PC4. Explain clearly to your customers any reasons why their needs or expectations cannot be met.		10	5	5
	<b>Total</b>		<b>100</b>	<b>50</b>	<b>50</b>
<b>RAS / N0137</b> <b>To work effectively in your team</b>	PC1. Display courteous and helpful behaviour at all times.	100	5	2.5	2.5
	PC2. Take opportunities to enhance the level of assistance offered to colleagues		5	2.5	2.5
	PC3. Meet all reasonable requests for assistance within acceptable workplace timeframes.		10	5	5
	PC4. Complete allocated tasks as required.		5	2.5	2.5
	PC5. Seek assistance when difficulties arise.		5	2.5	2.5
	PC6. Use questioning techniques to clarify instructions or responsibilities.		10	5	5

NOS	Performance Criteria	Total marks (1200)	Marks Allocation		
			Out of	Theory	Skills
	PC7. Identify and display a non discriminatory attitude in all contacts with customers and other staff members		5	2.5	2.5
	PC1. Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact.		5	2.5	2.5
	PC2. Follow personal hygiene procedures according to organisational policy and relevant legislation		5	2.5	2.5
	PC1. Interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task.		5	2.5	2.5
	PC2. Interpret, confirm and act on legal requirements in regard to anti-discrimination, sexual harassment and bullying.		10	5	5
	PC3. Ask questions to seek and clarify workplace information.		5	2.5	2.5
	PC4. Plan and organise daily work routine within the scope of the job role.		10	5	5
	PC5. Prioritise and complete tasks according to required timeframes.		10	5	5
	PC6. Identify work and personal priorities and achieve a balance between competing priorities.		5	2.5	2.5
		Total	100	50	50

