Retail Departmental Manager
SYLLABUS/ CURRICULUM

This Programme is aimed at training candidates for the job of "Retail Departmental Manager", in the "Retail" Sector/Industry and by the end of the program aims at building the following key competencies amongst the learner:

1	Plan visual merchandising	2	Establish and satisfy customer needs
3	Monitor and manage store performance	4	Provide leadership for your team
5	Build and manage store team	6	Allocate and check work in your team
7	Develop individual retail service opportunities	8	Communicate effectively with stakeholders
9	Help maintain health and safety	10	Work effectively in a retail team
11	Work effectively in an organization	12	Manage a budget

This course encompasses 12 / 12 NOS of "Retail Departmental Manager" - RAS/Q0106, Qualification Pack issued by RASCI.

S.No	Module/Topic	Duration (hrs)	Key Learning Outcomes	NOS Code
1.	To plan visual merchandising		**Performance Criteria** The learners will be able to: - identify the purpose, content and style of the display. - identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it. - evaluate whether the place to put the display is likely to fulfil the design brief. - create new and effective ways of improving the visual effect, within his/her limits of design brief, company's visual design policies and authority. - confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention. - identify other merchandise and props when those originally specified are not available or	RAS/N0139

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			not suitable, and agree the selections with the right person. • verify arrangements for delivery of merchandise & props with the right people, allowing enough time for deliveries to arrive before display must be installed. • check the progress of deliveries and take suitable action if delays seem likely. • update stock records to account for merchandise on display. **Knowledge and Understanding Organizational Context**: The learners will be able to apply knowledge of: • role of displays in marketing, promotional and sales campaigns and activities. • importance and content of the design brief. • the company policies for visual design. • the role of displays in marketing, promotional and sales campaigns and activities. • how to use the design brief to identify what you need for the display. • the merchandiser or buyer who needs to be consulted about merchandise and props. • how stock records must be updated to account for merchandise on display. **Technical Knowledge:** The learner will be able to apply technical knowledge of: • how to use the design brief to identify what you need for the display • different approaches to designing displays for different types of merchandise, and why these are effective • how to evaluate the potential places to put the display so you meet the design brief. • how to use the design brief to identify what you need for the display. • different approaches to designing displays for different types of merchandise, and why these are effective.	

S.No	Module/Topic	Duration (hrs)	Key Learning Outcomes	NOS Code
			- how light, colour, texture, shape and dimension combine to achieve the effects you need. - how to assess the potential of places to put displays to meet the design brief. - how to arrange delivery of merchandise and monitor the progress of deliveries.	
2.	To establish and satisfy customer needs		**Performance Criteria** The learners will be able to: - stay alert to, and make unobtrusive observations about customer choices and movements within the store. - heed to customer queries about the products and supplies they wish to purchase and unobtrusively and politely enquire about their purchase requirements, when necessary. - help customers identify the product or supplies they wish to purchase and direct/accompany them to the exact store location where the specific product or supplies are stocked/displayed. - confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections. - extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice. - provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions. - enable customers to make choices appropriate with their product, supplies and brand preferences and complete their basket of purchases. - advise the customer, where allowed by store or business policy, to sample the product or supplies in the course of the purchase decision. - maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas. - ensure that customers fulfil their purchase process smoothly from start to billing by minimizing waiting times at different stages of	RAS/N0140

S.No	Module/Topic	Durati on (hrs)	Key Learning Outcomes	NOS Code
			the process.	

Knowledge and Understanding Organizational Context:

The learners will be able to apply knowledge of:

- appropriate behaviour with customers in a retail environment and the assisted self-serve nature of the store environment.
- measurement and calibration of the quantity and quality of product and supplies the customer wants.
- make near-appropriate judgments about different types of customers, their requirements, choices and preferences.
- help select the most appropriate products and supplies based on the knowledge of such judgments.
- provide logical, intelligent or creative suggestions – as warranted or solicited – about products and supplies with an appropriate and reasonably accurate understanding of customer needs and requirements with an aim of enabling an informed choice / decision for the customer
- suggest alternative products and supplies when products the customer wants are out of stock
- suggest suitable products and supplies when the customer is undecided
- relevance of store offerings to different individual customers, their purchase habits and frequencies of purchase
- individual preferences, choices and opinions of customers through proper attention, listening and conversing
- preferences of different types of customers by observing their behaviour, actions, choices and repeat visits to the store
- provide information and advice to customers about safely transporting, storing, /safekeeping or refrigeration of products, especially when such information or advice is solicited
- utilize a variety of sales techniques, as appropriate to the situation and to the self-serve nature of the retail environment, to effect customer purchases

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			• provide appropriate assistance, information or advise, at appropriate stages, in an opportune but unobtrusive and non-overbearing manner to effect customer purchases • provide accurate information on store promotions on offer at the time of purchase to effect customer purchases • make use of the understanding of generic and specific, individual, customer habits and preferences to effectively suggest and sell products and supplies • suit your mannerisms to extend a personalized purchase experience to the customer **Technical Knowledge:** The learner will be able to apply technical knowledge of: • how to maintain brief, to-the-point, accurate and polite responses to customer queries. • how to avoid being perceived to be intrusive, or step back from a situation perceived to be intrusive, by the customer. • how to guide the customer with the right information and advice, when solicited. • how to ensure customer comfort, and avoid customer discomfort, within store premises • how to maintain and ensure a conducive and congenial atmosphere for customers to navigate, browse through and purchase products and supplies. • how to ensure compliance with health, safety and hygiene requirements for stock, store environment and paraphernalia. • how to remove products and supplies from the shelves / display or to not suggest customers products and supplies that are beyond sell-by date or have perished or rendered inedible or non-consumable. • what suitable alternatives are to be offered when products or supplies customers wish to purchase are unavailable or when customers are unable to make a choice or a decision. • what suitable additions or enhancements to purchase are to be suggested by avoiding being overbearing, obtrusive or irrelevant.	

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3.	To establish and satisfy customer needs		**Performance Criteria** The learners will be able to: • monitor retail operations against targets. • check that the quality of the products and customer service are maintained. • adapt allocation of work activities to meet changing priorities and targets. • report factors influencing effectiveness which are outside your own area of responsibility to the relevant people. • make recommendations to improve retail operations to relevant people. **Knowledge and Understanding Organizational Context**: The learners will be able to apply knowledge of: • different ways of communicating effectively with members of a store team. • how to set store business objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound). • how to plan the achievement of store team objectives and the importance of involving team members in this process. • the importance of and being able to show store team members how personal work objectives contribute to achievement of team objectives. • the importance of encouraging others to take the lead and ways in which this can be achieved. • the benefits of and how to encourage and recognize creativity and innovation within a team.	RAS/N0141
4.	To provide leadership for your team		**Performance Criteria** The learners will be able to: • set out and positively communicate the purpose and objectives of the store business to all store team members. • involve key store team members in planning how the team will achieve store business objectives. • encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead. • ensure that each member of the team has personal work objectives and understands	RAS/N0142

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			how achieving these will contribute to achievement of the store business's objectives. **Knowledge and Understanding Organizational Context**: The learners will be able to apply knowledge of: • different ways of communicating effectively with members of a store team. • how to set store business objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound). • how to plan the achievement of store team objectives and the importance of involving team members in this process. • the importance of and being able to show store team members how personal work objectives contribute to achievement of team objectives that different styles of leadership exist. • how to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognizing their achievements. • types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the team, and ways of identifying and overcoming them. • the importance of encouraging others to take the lead and ways in which this can be achieved. • the benefits of and how to encourage and recognize creativity and innovation within a team.	
5.	To build and manage store team		**Performance Criteria** The learners will be able to: • clearly articulate the purpose of the store business and the team – what it has to achieve, and why a team rather than an individual approach is required. • identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose. • identify store team members' expertise, knowledge, skills and attitudes and agree their particular roles within the team. • use team selection and development	RAS/N0143

| | | | processes to develop any expertise, knowledge, skills and attitudes lacking in the team.
• agree with team members the behaviours that are likely to help the achievement of the team purpose and those that should be avoided because they are likely to hinder progress.
• help team members understand their unique contribution to the team and to the store business, the contributions expected of fellow team members and how these complement and support each other.
• provide opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust.
• allow time for the team to develop through its stages of growth.
• help the team seize opportunities presented by changes in the team composition and support the introduction of new team members.
• encourage team members to share problems with each other and solve these creatively together.
• encourage open communication between team members, including providing feedback designed to enhance the performance of fellow team members and the team as a whole.
• review the performance of the team at appropriate points and evaluate how well its purpose is being achieved.
• celebrate team and individual successes together, and acknowledge when things go wrong, before refocusing the team's energy on achieving its purpose.
• disband the team if and when its purpose has been achieved and it is no longer required for other purposes.

Knowledge and Understanding Organizational Context:
The learners will be able to apply knowledge of:
• the principles of effective communication and how to apply them. | |

S.No	Module/Topic	Duration (hrs)	Key Learning Outcomes	NOS Code
			• how to identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose.	
			• the importance of selecting store team members with the required expertise, knowledge and skills and different personalities so they can play complementary roles within the team, and how to do so.	
			• the importance of agreeing with team members the behaviours that are likely to help achievement of the team purpose and those that are likely to hinder progress and should be avoided.	
			• how to help team members to understand their unique contribution to the team purpose, the contributions expected of fellow team members and how these complement and support each other.	
			• the importance of providing opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust.	
			• how to encourage team members to get to know each other's strengths and weaknesses and build mutual respect and trust.	
			• the importance of encouraging open communication between team members, and how to do so.	
			• how to provide feedback to team members to enhance the performance of fellow team members and the team as a whole.	
			• the importance of allowing time for the team to develop through its stages of growth (forming, storming, norming, performing), and how to do so.	
			• the importance of celebrating team and individual successes together and commiserating together when things go wrong.	
			• ways of refocusing the team's energy on achieving its purpose.	
6.	To allocate and check work in your team		**Performance Criteria** The learners will be able to: • use information collected on the performance of team members in any formal appraisal of performance. • recognise successful completion of significant	RAS/N0131

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			pieces of work or work activities by team members and the overall team and update the manager.	
			• identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.	
			• monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.	
			• motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.	
			• support team members in identifying and dealing with problems and unforeseen events.	
			• check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.	
			• encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.	
			• recognise and find out differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximize productivity.	
			• brief team members on the work they have been allocated and the standard or level of expected performance.	
			• allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development.	
			• plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources.	
			• confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.	
			Knowledge and Understanding Organizational Context:	

S.No	Module/Topic	Duration (hrs)	Key Learning Outcomes	NOS Code
			The learners will be able to apply knowledge of: • different ways of communicating effectively with members of a team. • the importance of confirming/clarifying the work required of the team with your manager and how to do this effectively. • why it is important to allocate work across the team on a fair basis and how to do so. • why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so. • the values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any team members from a different country or culture and how your own values, ethics, beliefs, faith, cultural conventions, perceptions, expectations, use of language, tone of voice and body language may appear to them. • ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated. • effective ways of regularly and fairly checking the progress and quality of the work of team members. • how to provide prompt and constructive feedback to team members. • the additional support and/or resources which team members might require to help them complete their work and how to assist in providing this. • why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively. • how to take account of diversity and inclusion issues when supporting and encouraging team members to complete the work they have been allocated. • why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members. • the type of problems and unforeseen events	

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			that may occur and how to support team members in dealing with them. **Technical Knowledge:** The learner will be able to apply technical knowledge of: • how to plan the work of a team, including how to identify any priorities or critical activities and the available resources. • how to identify sustainable resources and ensure their effective use when planning the work of a team. • how to identify and take due account of health and safety issues in the planning, allocation and checking of work. • how to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated and improve their performance, and for recognising their achievements. • how to log information on the ongoing performance of team members and use this information for performance appraisal purposes.	
7.	To develop individual retail service opportunities		**Performance Criteria** The learners will be able to: • identify the types of client who would benefit from your service and whose custom would help you achieve your sales targets. • suggest ideas for building the client base that are suitable for the client profiles and achievable bearing in mind the budget and time available and company image and policy. • follow company policies and procedures for building the client base. • review your progress against your plans at suitable intervals. • recognize whether you are achieving the results you need and adjusting your plans when necessary. • give your manager clear and accurate reports of your progress at the agreed times. • spot suitable opportunities to approach potential clients. • approach potential clients in a way that projects your company's image effectively and	RAS/N0144

is likely to help create a business relationship.
- quickly create a rapport with potential clients.
- talk to potential clients in a persuasive way about your services.
- compare your service with competitors' services in ways that make clear the advantages of your service while being honest and fair.
- exchange relevant information with potential clients when appropriate.
- record client information promptly, accurately and in a way that allows you to use the information effectively.
- store and use client information in line with data protection laws and company policy.
- when it is not possible to keep promises to potential clients, tell them promptly and offer any other suitable information or help.

Knowledge and Understanding Organizational Context:
The learners will be able to apply knowledge of:
- your sales targets and when you should achieve them by
- client profiles relevant to the brands and services you are personally responsible for selling
- the number and types of clients you are likely to need in order to meet your sales targets
- company policies and procedures for developing business relationships with clients
- how best to balance your time between finding new clients and selling to existing clients.
- how often to review your progress in finding new clients.
- how to measure your progress in ways that help you decide if you need to change your approach.
- when and how you should report your progress to your manager
- the type of business relationships you need to create with potential clients
- the image your company wants to promote to customers
- the difference between features and benefits
- the features and benefits of the service you

S.No	Module/Topic	Duration (hrs)	Key Learning Outcomes	NOS Code
			provide • how to talk to potential clients in a persuasive way about your service • how to find out about competitors' services • how to compare competitors' services with yours, so that potential clients can understand how using your service would benefit them • how to identify suitable opportunities for approaching potential clients • how to approach potential clients in a way that creates a positive impression of you and your company and is likely to help create a business relationship • how to create a rapport quickly with prospective clients • the information you need to exchange with potential clients • why you need to keep any promises you make to potential clients, for example sending them information they have asked for • how to record information about potential clients so that you can use it effectively • why client confidentiality is important to the business relationship • relevant aspects of the data protection laws and company policy to do with client confidentiality	
8.	To communicate effectively with stakeholders		**Performance Criteria** The learners will be able to: • pass on written information only to those people authorised to receive it and within agreed timescales. • keep the information in written documents as required by your organization. • maintain the communication mediums in line your instructions and organisation's procedures. • make sure the communication equipment you use is working properly, take corrective action as required. • acknowledge incoming communication promptly and clearly, using appropriate terminology. • pass on information to persons who require it within agreed timescales. • check to ensure that the information you give is understood by the receivers.	RAS/N0145

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			• take prompt and effective action when there is difficulty in transmission or reception of information. • accurately interpret and act upon instructions that you receive. • make sure you get clarifications when you need to. • consult with and help your team members to maximise efficiency in carrying out tasks. • give instructions to others clearly, at a pace and in a manner that helps them to understand. • listen actively and identify the most important things that customers are saying • identify the most important things that customers are telling you. • summarize information for customers. • use appropriate body language when communicating with customers. • read your customers' body language to help you understand their feelings and wishes. • deal with customers in a respectful, helpful and professional way at all times. • help to give good customer service by passing messages to colleagues. • understand the roles and responsibilities of the different people you will be working with. • agree and record arrangements for joint working that are appropriate and effective. • agree to the information sharing timing, reasons and confidentiality. • discuss on how and when the joint work will be monitored and reviewed. • undertake your role in the joint working in a way that is consistent with agreements made, your own job role and relevant policies and standards. • represent your agency's views and policies in a clear and constructive way. • identify any tensions and issues in the joint working and seek to address them with the people involved. • seek appropriate support when you are having difficulty working effectively with staff in other agencies. **Knowledge and Understanding Organizational**	

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			Context: The learners will be able to apply knowledge of: • how to make sure information is correct and current. • the different documents / report formats that you are required to keep. • organization's procedures and policies for preparing and passing on written information. • the limits of your authority and responsibility for passing on information. • the regulations or policies that you should follow for using communications systems, including for private use. • the terminology that you should use in communication mediums (phonetic alphabet, the 24-hour clock, call signs, etc.). • who to ask if you need to clarify something, or ask questions about your work. • how to talk and work with others to work efficiently, without adversely affecting your own work; the difference between hearing and listening. • how to use and read body language effectively. • how to use questions to check that you understand what customers are telling you. • how to summarize and speak clearly. • the relevant legislation, organizational policies and procedures that apply to joint working. • the roles and functions of your stake-holders and their broad structures, methods of communication and decision making processes. • the principles and benefits of joint working between different stakeholders. • the factors likely to hinder joint working. **Technical Knowledge:** The learner will be able to apply technical knowledge of: • how to make sure your communication equipment is working properly and what to do if it isn't. • what to do if there are problems in using communications equipment, and the location of alternatives that you could use.	
9.	To help maintain		**Performance Criteria**	RAS/N0122

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S.No	Module/Topic	Duration (hrs)	Key Learning Outcomes	NOS Code
	health and safety		The learners will be able to: • follow company procedures and legal requirements for dealing with accidents and emergencies. • speak and behave in a calm way while dealing with accidents and emergencies. • report accidents and emergencies promptly, accurately and to the right person. • recognise when evacuation procedures have been started and following company procedures for evacuation. • follow the health and safety requirements laid down by your company and by law, and encourage colleagues to do the same. • promptly take the approved action to deal with risks if you are authorised to do so. • if you do not have authority to deal with risks, report them promptly to the right person. • use equipment and materials in line with the manufacturer's instructions. **Knowledge and Understanding Organizational Context**: The learners will be able to apply knowledge of: • company procedures and legal requirements for dealing with accidents and emergencies. • how reporting accidents and emergencies promotes health and safety. • legal and company requirements for reporting accidents and emergencies. • company procedures for evacuation, including how the alarm is raised and where emergency exits and assembly points are. • health and safety requirements laid down by your company and by law. • how to set a good example contributing to health and safety in the workplace. • authority and responsibility for dealing with health and safety risks, and the importance of not taking on more responsibility than you are authorised to. • approved procedures for dealing with health and safety risks. • how to find instructions for using equipment and materials.	

S.No	Module/Topic	Durati on (hrs)	Key Learning Outcomes	NOS Code
			Technical Knowledge: The learner will be able to apply technical knowledge of: - techniques for speaking and behaving in a calm way while dealing with accidents and emergencies. - emergency response techniques. - how to use machinery and escape methods to have minimal loss to material and life.	
10.	To work effectively in a retail team		**Performance Criteria** The learners will be able to: - display courteous and helpful behaviour at all times. - take opportunities to enhance the level of assistance offered to colleagues. - meet all reasonable requests for assistance within acceptable workplace timeframes. - complete allocated tasks as required. - seek assistance when difficulties arise. - use questioning techniques to clarify instructions or responsibilities. - identify and display a non-discriminatory attitude in all contacts with customers and other staff members. - observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact. - follow personal hygiene procedures according to organisational policy and relevant legislation. - interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task. - interpret, confirm and act on legal requirements in regard to antidiscrimination, sexual harassment and bullying. - ask questions to seek and clarify workplace information. - plan and organise daily work routine within the scope of the job role. - prioritise and complete tasks according to required timeframes. - identify work and personal priorities and achieve a balance between competing priorities. **Knowledge and Understanding Organizational**	RAS/N0137

S.No	Module/Topic	Duration (hrs)	Key Learning Outcomes	NOS Code
			Context: The learners will be able to apply knowledge of: • the policies and procedures relating to the job role. • the value system of the organisation. • employee rights and obligations. • the reporting hierarchy and escalation matrix. **Technical Knowledge:** The learner will be able to apply technical knowledge of: • how to ask questions to identify and confirm requirements. • how to follow routine instructions through clear and direct communication. • how to use language and concepts appropriate to cultural differences. • how to use and interpret non-verbal communication. • the scope of information or materials required within the parameters of the job role. • consequences of poor team participation on job outcomes. • work health and safety requirements.	
11.	To work effectively in an organisation		**Performance Criteria** The learners will be able to: • share work fairly with colleagues, taking account of your own and others' preferences, skills and time available. • make realistic commitments to colleagues and do what has been promised. • let colleagues know promptly if he/she will not be able to do what has been promised and suggest suitable alternatives. • encourage and support colleagues when working conditions are difficult. • encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect. • follow the company's health and safety procedures while working. • discuss and agree with the right people goals that are relevant, realistic and clear. • identify the knowledge and skills needed to achieve his/her goals. • agree action points and deadlines that are realistic, taking account of past learning	RAS/N0138

| | | | experiences and the time and resources available for learning. | |

- regularly check his/her progress and, when necessary, change the way of working.
- ask for feedback on his/her progress from those in a position to give it, and use their feedback to improve his/her performance.
- encourage colleagues to ask him/her for work-related information or advice that he/she is likely to be able to provide.
- notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice.
- give clear, accurate and relevant information and advice relating to tasks and procedures.
- explain and demonstrate procedures clearly, accurately and in a logical sequence.
- encourage colleagues to ask questions if they don't understand the information and advice given to them.
- give colleagues opportunities to practise new skills, and give constructive feedback.
- check that health, safety and security are not compromised when helping others to learn.

Knowledge and Understanding Organizational Context:

The learners will be able to apply knowledge of:

- team's purpose, aims and targets.
- responsibility for contributing to the team's success.
- colleagues' roles and main responsibilities.
- the importance of sharing work fairly with colleagues.
- the factors that can affect own and colleagues' willingness to carry out work, including skills and existing workload.
- the importance of being a reliable team member.
- factors to take account of when making commitments, including your existing workload and the degree to which interruptions and changes of plan are within your control.
- the importance of maintaining team morale, the circumstances when morale is likely to flag, and the kinds of encouragement and

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			support that are likely to be valued by colleagues. • the importance of good working relations, and techniques for removing tension between colleagues. • the importance of following the company's policies and procedures for health and safety, including setting a good example to colleagues. • who can help set goals, help plan your learning, and give you feedback about your progress. • how to identify the knowledge and skills he/she will need to achieve his/her goals. • how to check his/her progress. • how to adjust plans as needed to meet goals. • how to ask for feedback on progress. • how to respond positively. • how to help others to learn in the workplace. • how to work out what skills and knowledge he/she can usefully share with others. • health, safety and security risks that are likely to arise when people are learning on the job, and how to reduce these risks.	
12.	To manage a budget		**Performance Criteria** The learners will be able to: • evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work. • submit the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process. • discuss and, if appropriate, negotiate the proposed budget with the relevant people in the organisation and agree the final budget. • use the agreed budget to actively monitor and control performance for the respective area or activity of work. • identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required. • propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in	RAS/N0151

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			the organisation.	
			• provide ongoing information on performance against the budget to relevant people in your organisation.	
			• advise the relevant people as soon as possible if you have identified evidence of potentially fraudulent activities.	
			• gather information from implementation of the budget to assist in the preparation of future budgets.	
			Knowledge and Understanding Organizational Context:	
			The learners will be able to apply knowledge of:	
			• the purposes of budgetary systems.	
			• the importance of spending time on and consulting with others in preparing a budget.	
			• the importance of agreeing revisions to the budget and communicating the changes.	
			• the importance of providing regular information on performance against the budget to other people.	
			• types of fraudulent activities.	
			• the importance of using the implementation of the budget to identify information and lessons for the preparation of future budgets.	
			• factors, processes and trends those are likely to affect the setting of budgets in your industry/sector.	
			• the area or activity that the budget is for.	
			• the vision, objectives and operational plans for your area of responsibility.	
			• the budgeting period(s) used in your organisation.	
			• organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets.	
			• the limits of your authority.	
			• who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format.	
			• what to do and who to contact if you suspect fraud has been committed.	
			Technical Knowledge:	

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Corporation

S.No	Module/Topic	Durati on (hrs)	Key Learning Outcomes	NOS Code
			The learner will be able to apply technical knowledge of: • where to get and how to evaluate the available information in order to be able to prepare a realistic budget. • how to discuss, negotiate and confirm a budget with people who control the finance and the key factors that should be covered. • how to use a budget to actively monitor and control performance for a defined area or activity of work. • the main causes of variances and how to identify them. • what different types of corrective action which could be taken to address identified variances. • how unforeseen developments can affect a budget and how to deal with them. • how to identify types of fraudulent activities. • the agreed budget, how it can be used and how much it can be changed without approval.	
	Core Skills / Generic Skills			
13.	Writing Skills		On the job the individual needs to be able to: • complete documentation accurately. • write simple reports when required.	All 12 NOSs
14.	Reading Skills		On the job the individual needs to be able to: • read information accurately. • read and interpret data sheets	All 12 NOSs
15.	Oral Communication (Listening and Speaking skills)		On the job the individual needs to be able to: • use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values. • carry out verbal instructions from other team members and supervisors. • read and interpret simple workplace documents. • complete simple written workplace forms and share work-related information with other team members.	All 12 NOSs
	Professional Skills			
16.	Decision Making		On the job the individual needs to be able to: • make appropriate decisions regarding the responsibilities of the job role. • select and use a range of retail technology, such as point-of-sale systems, according to	All 12 NOSs

S.No	Module/Topic	Duration (hrs)	Key Learning Outcomes	NOS Code
			available equipment and store procedures.	
17.	Plan and Organise		On the job the individual needs to be able to: • follow store policies regarding work availability, rosters and work duties. • work within the store culture by practicing inclusive behaviour. • manage personal presentation, hygiene and time. • prioritise and complete delegated tasks under instruction.	All 12 NOSs
18.	Customer Centricity		On the job the individual needs to be able to: • work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.	All 12 NOSs
19.	Problem Solving		On the job the individual needs to be able to: • adapt to new situations, including changing workplace procedures. • demonstrate sensitivity to customer needs and concerns. • anticipate problems and act to avoid them where possible. • respond to breakdowns and malfunction of equipment. • respond to unsafe and hazardous working conditions. • respond to security breaches. • recognize and report faulty equipment and follow store workplace health and safety procedures.	All 12 NOSs
20.	Analytical Thinking		On the job the individual needs to be able to: • solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.	All 12 NOSs
21.	Critical Thinking		On the job the individual needs to be able to: • identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best. • accept opportunities to learn new ways of	All 12 NOSs

S.No	Module/Topic	Duration (hrs)	Key Learning Outcomes	NOS Code
			doing things and implement changes under instruction in the context of store procedures.	

(This syllabus/ curriculum has been approved by RASCI)