

## Trainee Associate SYLLABUS/CURRICULUM

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

1. To keep the store secure	2. To maintain health and safety
3. To keep the store clean and hygienic	4. To display stock to promote sales
5. To prepare products for sale	6. To plan and prepare visual merchandising displays
7. To dress visual merchandising displays	8. To dismantle and store visual merchandising displays
9. To provide information and advice to customers	10. To promote loyalty schemes to customers
11. To create a positive image of self & organization in the customers mind	12. To work effectively in your team

This course encompasses 12/ 12 NOS of “Trainee Associate” - RAS/Q0103, Qualification Pack issued by RASCI.

S.No	Module/Topic	Duration (hrs )	Key Learning Outcomes	NOS Code
1.	Keep the store Secure		<p><b>Performance Criteria</b> The learners will be able to:</p> <ul style="list-style-type: none"> <li>• Notice and correctly identify security risks</li> <li>• Follow company procedures for reporting security risks</li> <li>• Report security risks to the right people promptly and accurately</li> <li>• Follow company procedures for preventing security risks while you work</li> <li>• Notice where stock may have been stolen and tell the right person about it</li> </ul> <p><b>Knowledge and Understanding</b> <b>Organizational Context:</b> The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Workplace security matters.</li> <li>• What can happen, to you and to the</li> </ul>	NO119

S.No	Module/Topic	Duration (hrs )	Key Learning Outcomes	NOS Code
			<p>company, if the store is not kept secure.</p> <ul style="list-style-type: none"> <li>• Helping to keep the workplace secure by noticing and reporting security risks.</li> <li>• The types of security risk you need to be alert for, including: shoplifting, theft by staff, aggressive customers, vandalism, terrorist activity.</li> <li>• Identifying security risks.</li> <li>• Situations that can make you less alert for security risks, and how to deal with these situations.</li> <li>• Reporting security risks promptly and accurately.</li> <li>• Whom to report security risks to and how to communicate these risks.</li> <li>• Reasons why 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.</li> </ul> <p><b>Technical Knowledge</b>            The learners will be able to apply technical knowledge of:</p> <ul style="list-style-type: none"> <li>• Activating all the loss prevention and security devices.</li> <li>• Securing all the security alarms.</li> <li>• Deactivating the loss prevention &amp; security devices.</li> </ul>	
2.	Maintain health and safety		<p><b>Performance Criteria</b>            The learners will be able to:</p> <ul style="list-style-type: none"> <li>• Notice and correctly identify accidents and emergencies and get help promptly and in the most suitable way.</li> <li>• Follow company policy and procedures for preventing further injury while waiting for help to arrive.</li> <li>• Act within the limits of your responsibility and authority when accidents and emergencies arise.</li> <li>• Promptly follow instructions given by senior staff and the emergency services.</li> <li>• Follow company procedures and legal requirements for reducing health and safety risks as far as possible while you work.</li> <li>• Use safety equipment correctly and in the right situations.</li> </ul>	NO121

S.No	Module/Topic	Duration (hrs )	Key Learning Outcomes	NOS Code
			<ul style="list-style-type: none"> <li>• Get advice and help from the right people when you are concerned about your ability to work safely.</li> <li>• Take suitable safety measures before lifting to protect yourself and other people.</li> <li>• Use approved lifting and handling techniques.</li> <li>• Check that any equipment you need to use is fit for use.</li> <li>• Use lifting and handling equipment in line with company guidelines and manufacturers' instructions.</li> <li>• Plan a safe and efficient route for moving goods.</li> <li>• Make sure that you understand your responsibilities when you ask others to help in lifting and handling operations.</li> </ul> <p><b>Knowledge and Understanding</b></p> <p><b>Organizational Context</b></p> <p>The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• The types of accident and emergency that tend to happen in stores and why they happen.</li> <li>• Getting help in the event of an accident or emergency.</li> <li>• Action you can safely and usefully take while waiting for help to arrive.</li> <li>• Health and safety risk that can arise in a store environment.</li> <li>• Company procedures and legal requirements for reducing health and safety risks as far as possible while you work.</li> <li>• Following health and safety procedures.</li> <li>• Safety equipment you need to use and why you need to use it.</li> <li>• What you can lift safely.</li> <li>• Weight of the loads you are asked to lift.</li> <li>• Company guidelines for not lifting more than safe loads.</li> <li>• Planning your route when moving goods including the types of obstacles to look for and how to remove or avoid them.</li> <li>• Company guidelines and manufacturers' instructions for using lifting and handling equipment.</li> </ul> <p><b>Technical Context</b></p>	

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			The learners will be able to apply technical knowledge of: <ul style="list-style-type: none"> <li>• Approved techniques for safe handling and lifting.</li> <li>• Approved procedures for using safety equipment.</li> </ul>	
3.	Keep the store clean & hygienic		<p><b>Performance Criteria:</b>            The learners will be able to :</p> <ul style="list-style-type: none"> <li>• Get the equipment and materials that are suitable for the surfaces that need cleaning.</li> <li>• Safely position the cleaning equipment and materials and any items you must move.</li> <li>• Keep the risk of spillages to a minimum and clean up any spillages promptly and thoroughly.</li> <li>• Get rid of rubbish and waste promptly and safely.</li> <li>• Disturb other people as little as possible while cleaning.</li> <li>• Check that surfaces are thoroughly clean.</li> <li>• Store cleaning equipment and materials correctly and promptly when you have finished cleaning.</li> <li>• Use suitable equipment to tidy work areas.</li> <li>• Check that equipment is safe to use before starting to use it.</li> <li>• Get rid of waste and litter safely and in line with company procedures.</li> <li>• Disturb other people as little as possible while getting rid of waste and litter.</li> <li>• Store equipment correctly and promptly after use.</li> <li>• Wear protective clothing that is clean and suitable for the work you need to do.</li> <li>• Dispose correctly of used clothing and products.</li> <li>• Use effective practices and techniques for keeping your hair, skin and nails clean enough for the work you do.</li> </ul> <p><b>Knowledge and Understanding</b>  <b>Organizational Context:</b>            The learner will be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Health and safety risks posed by spillages.</li> <li>• Cleaning up spillages promptly.</li> <li>• Following procedures laid by Health Regulations when carrying out routine</li> </ul>	NO123

S.No	Module/Topic	Duration (hrs )	Key Learning Outcomes	NOS Code
			<p>cleaning and when dealing with spillages.</p> <ul style="list-style-type: none"> <li>• Cleaning up spillages thoroughly.</li> <li>• Getting rid of rubbish and waste promptly and safely.</li> <li>• Not disturbing others as much as possible while cleaning.</li> <li>• Company standards for clean work surfaces.</li> <li>• Why work areas should be kept free of waste and litter, including health and safety reasons.</li> <li>• Safe methods for getting rid of waste and litter.</li> <li>• Where equipment is stored.</li> <li>• Putting equipment away promptly after use.</li> <li>• Effective cleaning practices and techniques for keeping your hair, skin and nails clean enough for the work you do.</li> </ul> <p><b>Technical Knowledge:</b>            The learner will be able to apply technical knowledge of:</p> <ul style="list-style-type: none"> <li>• Techniques for reducing as far as possible the risk of spillages.</li> <li>• Equipment usage and how to check it is safe to use.</li> </ul>	
4.	Display stock to promote sales		<p><b>Performance Criteria</b>            The learners will be able to :</p> <ul style="list-style-type: none"> <li>• Identify need for the display in relation to stock, space, position of the display and dates.</li> <li>• Check that the display area is the right size and report any concerns promptly.</li> <li>• Gather the materials, equipment and stock you need for the display and check that they are clean, safe and in good working order.</li> <li>• Follow company procedures for clearing, cleaning and preparing the display area before use.</li> <li>• Set up and dismantle the display safely, in line with plans and within the time allowed.</li> <li>• Check that the display is clean, tidy and safe for use.</li> <li>• Check that the display has the levels of stock you need.</li> <li>• Clean and store equipment and excess materials; get rid of waste safely, correctly and promptly.</li> </ul>	NO105

S.No	Module/Topic	Duration (hrs )	Key Learning Outcomes	NOS Code
			<ul style="list-style-type: none"> <li>• Check requirements for labelling stock.</li> <li>• Check information on the label is clear, accurate and legal before starting to label stock.</li> <li>• Report promptly any information on labels that may need changing.</li> <li>• Attach the right labels to the right products.</li> <li>• Position labels so that they are securely fastened and customers can see them clearly.</li> <li>• Complete labeling within the time allowed.</li> </ul> <p><b>Knowledge and Understanding</b></p> <p><b>Organizational Context</b></p> <p>The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Setting up displays as per the health, safety and environmental standards.</li> <li>• Following store procedures for display requirements for stock, space, position of the display &amp; dates.</li> <li>• Meeting Legal or Statutory requirements.</li> </ul> <p><b>Technical knowledge:</b></p> <p>The learners will be able to apply technical knowledge of:</p> <ul style="list-style-type: none"> <li>• Cleaning and storing materials and equipment used in displays and getting rid of waste safely</li> <li>• Using labelling materials and equipment efficiently and effectively</li> </ul>	
5.	Prepare products for sale		<p><b>Performance Criteria:</b></p> <p>The learners will be able to:</p> <ul style="list-style-type: none"> <li>• Check that all expected items and parts of the product are in the package.</li> <li>• Remove all unwanted packaging and safely get rid of waste.</li> <li>• Gather the tools you need for putting products together.</li> <li>• Use safe work methods and follow manufacturers' instructions when putting products together.</li> <li>• Check that products have been assembled correctly and can be used safely.</li> <li>• Ask the right person for help when products are proving difficult to put together.</li> <li>• Check regularly that products on display are in a satisfactory condition.</li> <li>• Promptly remove damaged products from</li> </ul>	NO109

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			<p>display and follow company procedures for dealing with them.</p> <p><b>Knowledge and Understanding</b></p> <p><b>Organizational Context:</b>            The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Products you are responsible for preparing for sale.</li> <li>• Where to put products together and where to put them once they are assembled.</li> <li>• Working safely when putting products together for sale.</li> <li>• Checking that products have been correctly put together and are safe to display.</li> <li>• Whom to approach for help when products are proving difficult to put together.</li> <li>• Company quality standards for products on display.</li> </ul> <p><b>Technical Knowledge:</b>            The learners will be able to apply technical knowledge of:</p> <ul style="list-style-type: none"> <li>• Checking the condition of products on display.</li> <li>• Dealing with products that are damaged.</li> <li>• Tools to be used to put products together.</li> <li>• Getting rid of unwanted packaging and waste.</li> </ul>	
6.	Plan and prepare visual merchandising displays		<p><b>Performance Criteria:</b>            The learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the purpose, content and style of the display.</li> <li>• Identify the equipment, materials, merchandise and props you need to create and install the display and the dates for completing it.</li> <li>• Evaluate whether the place you plan to put the display is likely to fulfil the design brief.</li> <li>• Create new and effective ways of improving the visual effect, within limits of design brief, company's visual design policies and authority you have.</li> <li>• Confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention.</li> <li>• Identify other merchandise and props when those originally specified are not available or</li> </ul>	NO106

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			<p>not suitable, and agree your selections with the right person.</p> <ul style="list-style-type: none"> <li>• Agree arrangements for delivery of merchandise &amp; props with right people, allowing enough time for deliveries to arrive before display must be installed.</li> <li>• Check the progress of deliveries and take suitable action if delays seem likely.</li> <li>• Update stock records to account for merchandise on display.</li> </ul> <p><b>Knowledge and Understanding</b></p> <p><b>Organizational Context:</b>            The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Role of displays in marketing, promotional and sales campaigns and activities.</li> <li>• Importance and content of the design brief.</li> <li>• The design brief to identify what you need for the display.</li> <li>• The company policies for visual design.</li> <li>• The role of displays in marketing, promotional and sales campaigns and activities.</li> <li>• Using the design brief to identify what you need for the display.</li> <li>• Merchandiser or buyer that you need to consult about merchandise and props.</li> <li>• Arranging delivery of merchandise and monitor the progress of deliveries.</li> <li>• Updating stock records to account for merchandise on display</li> </ul> <p><b>Technical Knowledge:</b>            The learners will be able to apply technical knowledge of:</p> <ul style="list-style-type: none"> <li>• Different approaches to designing displays for different types of merchandise, and why these are effective.</li> <li>• Evaluating the potential places to put the display as per the design brief.</li> <li>• Light, colour, texture, shape and dimension combine to achieve the effects.</li> <li>• Assessing the potential of places for displays to meet the design brief.</li> </ul>	
7.	Dress visual merchandising displays		<p><b>Performance Criteria:</b>            The learners will be able to:</p> <ul style="list-style-type: none"> <li>• Use the design brief to identify the focal points of the display.</li> </ul>	NO107

S.No	Module/Topic	Duration (hrs )	Key Learning Outcomes	NOS Code
			<ul style="list-style-type: none"> <li>• Choose shapes, colours and groupings that are suited to the purpose and style of the display.</li> <li>• Create displays that achieve the visual effect you need and are consistent with the company's visual design policy.</li> <li>• Position merchandise, graphics and signs in ways that promote sales.</li> <li>• Check that lighting is installed in line with the design brief.</li> <li>• Check that the finished display meets health and safety guidelines and legal requirements.</li> <li>• Position merchandise, graphics &amp; signs according to guidelines &amp; in ways that attract attention &amp; interest of customers &amp; give customers information they need.</li> <li>• Group merchandise appropriately for the purpose &amp; style of display, the selling features of merchandise &amp; the visual effect needed under the design brief.</li> <li>• Make sure that lighting is installed in line with lighting requirements.</li> <li>• Check that the finished display meets health and safety guidelines and legal requirements.</li> <li>• Check that all the parts of the display are suitable for the purpose of the display and meet requirements.</li> <li>• Check that the display meets requirements for easy access, safety and security.</li> <li>• Identify safety and security risks to the display and choose suitable ways of reducing risks.</li> <li>• Consider how the display looks from all the directions from which customers will approach it.</li> <li>• Encourage colleagues to provide constructive comments about the display.</li> <li>• Promptly make any adjustments that you are authorised to make and that are needed to achieve the visual effect and to make the display safe and secure.</li> <li>• Regularly check the display's visual effect.</li> <li>• Promptly report to the right person any problems and risks that you are not</li> </ul>	

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			<p>responsible for sorting out yourself.</p> <p><b>Knowledge and Understanding</b></p> <p><b>Organizational Context:</b></p> <p>The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Creating and using focal points within a display.</li> <li>• Putting together merchandising displays for use inside the store.</li> <li>• Dressing mannequins, busts and other props.</li> <li>• Displaying different types of merchandise.</li> <li>• Choosing a suitable type of grouping.</li> <li>• Using different types, directions and levels of light to create atmosphere.</li> <li>• Achieving add-on sales and why this is important.</li> <li>• Installing creative displays and awareness of trends.</li> <li>• Different approaches to displaying merchandise and choosing the best approach.</li> <li>• Props, prototypes, dressings and fixtures creating visual effects.</li> <li>• Health and safety guidelines for displays.</li> <li>• Identifying the selling features of merchandise to be used in displays.</li> <li>• Lighting window displays and who in your store is responsible for installing lighting.</li> <li>• The legal requirements which apply to pricing and ticketing.</li> <li>• The company's visual design and merchandising policies.</li> <li>• Reporting arrangements for sorting out problems and reducing risks.</li> </ul> <p><b>Technical Knowledge:</b></p> <p>The learners will be able to apply technical knowledge of:</p> <ul style="list-style-type: none"> <li>• Evaluating the visual effect of displays.</li> <li>• Making adjustments and improvements to displays.</li> <li>• Using scale when creating visual effects.</li> <li>• Dressing techniques for different types of merchandise.</li> <li>• Different purposes of displays and their use in visual merchandising.</li> <li>• Choosing and combining dimension,</li> </ul>	

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			shape, colour, texture and lighting to create the visual effect you need from a display.	
8.	Dismantle and store visual merchandising displays		<p><b>Performance Criteria:</b>            The learners will be able to:</p> <ul style="list-style-type: none"> <li>• Dismantle displays safely.</li> <li>• Protect the parts of the display from being damaged during dismantling.</li> <li>• Return the parts of the display to the appropriate places promptly and, if needed, in a saleable condition.</li> <li>• Get rid of unwanted materials safely and keep accurate records of this if needed.</li> <li>• Clean display sites and parts using safe and approved cleaning materials and equipment.</li> <li>• Work out accurately the storage space required.</li> <li>• Identify the protective packaging you need and the security measures that need to be in place.</li> <li>• Store items in suitable places and with clear and accurate labels.</li> <li>• Keep accurate and up-to-date records of items in storage.</li> <li>• Identify damaged items, missing items and dangers and risks to health and safety, and report these promptly to the right person.</li> <li>• Check that storage facilities and items in storage are clean, safe, secure and accessible only to those with a right to them</li> </ul> <p><b>Knowledge and Understanding</b>  <b>Organizational Context:</b>            The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Dismantling displays safely.</li> <li>• Protecting the parts of displays from being damaged during dismantling.</li> <li>• Identifying unwanted materials and how to get rid of them safely.</li> <li>• Where to return the parts of display to.</li> <li>• Identifying safe and approved cleaning materials and equipment to use.</li> <li>• Working out the storage space needed.</li> <li>• Identifying requirements for protective packaging and security measures.</li> <li>• Labelling items accurately.</li> <li>• Keeping records of items and where to</li> </ul>	NO108

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			<p>store them.</p> <ul style="list-style-type: none"> <li>• Items that need to be stored.</li> <li>• Dangers and risks to health, safety and security in relation to storage facilities and stored items.</li> <li>• Reporting dangers and risks to the concerned.</li> </ul> <p><b>Technical Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Techniques for cleaning display sites and parts safely and thoroughly.</li> <li>• Checking the condition of items.</li> <li>• Dealing with items that need repair.</li> <li>• Store items securely.</li> </ul>	
9.	Provide information and advice to customers		<p><b>Performance Criteria:</b> The learners will be able to:</p> <ul style="list-style-type: none"> <li>• Acknowledge promptly and politely customers' requests for information and advice.</li> <li>• Identify the customer's needs for information and advice.</li> <li>• Communicate information and advice to customers in ways they can understand.</li> <li>• Provide information and advice to a customer that is relevant, complete, accurate and up to date.</li> <li>• Check politely that the information and advice provided meets the customer's needs.</li> <li>• Find other ways to help the customer when the information and advice given is not satisfactory.</li> <li>• Refer requests for information or advice to the right person when you cannot help the customer.</li> <li>• Identify the nature of the complaint from information obtained from customers.</li> <li>• Acknowledge the complaint clearly and accurately and apologise to the customer.</li> <li>• Follow legal requirements and company policies and procedures for dealing with complaints.</li> <li>• 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.</li> </ul> <p><b>Knowledge and Understanding</b></p>	NO124

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			<p><b>Organizational Context:</b>            The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Identifying the customer's needs for information and advice.</li> <li>Giving clear and accurate information and check the customer understands you.</li> <li>Whom to approach for help if you cannot provide information and advice yourself.</li> <li>Why it is important to keep customer loyalty and confidence.</li> <li>Maintaining customer loyalty and confidence while dealing with requests for information and advice.</li> <li>Company policy on customer service and how this applies to giving information and advice to customers.</li> <li>Managing angry customers.</li> <li>Responsibility for sorting out complaints.</li> <li>Escalation for problems you cannot resolve</li> <li>Assessing complaints and deciding what action to take.</li> <li>When you should refuse to accept returned goods.</li> <li>Keeping customer loyalty and confidence when dealing with complaints.</li> <li>Rights of the customer and the trader, including legal rights and duties under relevant laws.</li> <li>Company policy on customer service and how this applies to dealing with complaints.</li> </ul> <p><b>Technical Knowledge:</b>            The learners will be able to apply technical knowledge of:</p> <ul style="list-style-type: none"> <li>Relevant information about the products and services you sell (Elective Standards would apply)</li> </ul>	
10.	Promote loyalty schemes to customers		<p><b>Performance Criteria:</b>            The learners will be able to:</p> <ul style="list-style-type: none"> <li>Take suitable opportunities to ask customers if they are members of the loyalty scheme and whether they are interested in joining.</li> <li>Explain clearly and accurately to customers how joining the scheme would benefit them, including any current special offers relating to the scheme.</li> <li>Respond positively to any questions or</li> </ul>	NO118

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			<p>objections that the customer raises.</p> <ul style="list-style-type: none"> <li>• Provide relevant information to the customer to help them decide whether to join the scheme.</li> <li>• Treat the customer politely at all times and in a way that promotes goodwill.</li> <li>• Recognise accurately when customers are interested in joining the scheme.</li> <li>• Take opportunities to ask customers who are showing signs of interest to sign up for the scheme.</li> <li>• Fill in the membership application accurately with the customer, using the information they provide.</li> <li>• Give the customer proof of their membership.</li> <li>• Check with the customer that their details, as shown on the membership documentation, are correct.</li> <li>• Give application forms to customers who show interest but are not willing to join the scheme there and then.</li> </ul> <p><b>Knowledge and Understanding</b>  <b>Organizational Context</b>            The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Features and benefits of the company's loyalty scheme.</li> <li>• Sources of information about the scheme that you can use or tell the customer about.</li> <li>• Loyalty schemes are importance in achieving the company's commercial aims.</li> <li>• Specific offers currently available to scheme members.</li> <li>• Gaining customer's attention and interest.</li> <li>• Using suitable questions to gain information about the customer and their interest in joining the scheme.</li> <li>• Dealing with frequently raised questions and objections in relation to the scheme.</li> <li>• Recognising signals that customers are interested in joining the loyalty scheme.</li> <li>• Asking customers to sign up for scheme in a way that encourages them to co-operate willingly.</li> <li>• The layout of the membership application form, the questions it asks, and how to fill in</li> </ul>	

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			<p>the form accurately.</p> <ul style="list-style-type: none"> <li>• The proof of membership the company provides.</li> <li>• Correcting or replacing incorrect proof of membership.</li> </ul> <p><b>Technical Knowledge:</b>            The learners will be able to apply technical knowledge of:</p> <ul style="list-style-type: none"> <li>• Financial benefit accrued by a customer through loyalty schemes.</li> </ul>	
11.	Create a positive image of self & organization in the customers mind		<p><b>Performance Criteria:</b>            The learners will be able to:</p> <ul style="list-style-type: none"> <li>• Meet your organisation's standards of appearance and behaviour.</li> <li>• Greet your customer respectfully and in a friendly manner.</li> <li>• Communicate with your customer in a way that makes them feel valued and respected.</li> <li>• Identify and confirm your customer's expectations.</li> <li>• Treat your customer courteously and helpfully at all times.</li> <li>• Keep your customer informed and reassured.</li> <li>• Adapt your behaviour to respond effectively to different customer behaviour.</li> <li>• Respond promptly to a customer seeking assistance.</li> <li>• Select the most appropriate way of communicating with your customer.</li> <li>• Check with your customer that you have fully understood their expectations.</li> <li>• Respond promptly and positively to your customers' questions and comments.</li> <li>• Allow your customer time to consider your response and give further explanation when appropriate.</li> </ul> <p>Quickly locate information that will help your customer.</p> <ul style="list-style-type: none"> <li>• Give your customer the information they need about the services or products offered by your organisation.</li> <li>• Recognise information that your customer might find complicated and check whether they fully understand.</li> <li>• Explain clearly to your customers any</li> </ul>	NO 130

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			<p>reasons why their needs or expectations cannot be met.</p> <p><b>Knowledge and Understanding</b></p> <p><b>Organizational Context</b></p> <p>The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Organisation’s standards for appearance and behaviour.</li> <li>• Organisation’s guidelines for how to recognise what your customer wants and respond appropriately.</li> <li>• Organisation’s rules and procedures regarding the methods of communication you use.</li> <li>• Recognising when a customer is angry or confused.</li> <li>• Organisation’s standards for timeliness in responding to customer questions and requests for information.</li> </ul> <p><b>Technical Knowledge</b></p> <p>NA</p>	
12.			<p><b>Performance Criteria:</b></p> <p>The learners will be able to:</p> <ul style="list-style-type: none"> <li>• Display courteous and helpful behaviour at all times.</li> <li>• Take opportunities to enhance the level of assistance offered to colleagues.</li> <li>• Meet all reasonable requests for assistance within acceptable workplace timeframes.</li> <li>• Complete allocated tasks as required.</li> <li>• Seek assistance when difficulties arise.</li> <li>• Use questioning techniques to clarify instructions or responsibilities.</li> <li>• Identify and display a non-discriminatory attitude in all contacts with customers and other staff members.</li> <li>• Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact.</li> <li>• Follow personal hygiene procedures according to organizational policy and relevant legislation.</li> <li>• Interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task.</li> <li>• Interpret, confirm and act on legal</li> </ul>	NO 137

S.No	Module/Topic	Duration (hrs )	Key Learning Outcomes	NOS Code
			<p>requirements in regard to anti-discrimination, sexual harassment and bullying.</p> <ul style="list-style-type: none"> <li>• Ask questions to seek and clarify workplace information.</li> <li>• Plan and organise daily work routine within the scope of the job role.</li> <li>• Prioritise and complete tasks according to required timeframes.</li> <li>• Identify work and personal priorities and achieve a balance between competing priorities.</li> </ul> <p><b>Knowledge and Understanding</b></p> <p><b>Organizational Context</b></p> <p>The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• The policies and procedures relating to the job role.</li> <li>• The value system of the organisation.</li> <li>• Employee rights and obligations.</li> <li>• The reporting hierarchy and escalation matrix.</li> </ul> <p><b>Technical Knowledge:</b></p> <p>The learners will be able to apply technical knowledge of:</p> <ul style="list-style-type: none"> <li>• Ask questions to identify and confirm requirements.</li> <li>• Follow routine instructions through clear and direct communication.</li> <li>• Use language and concepts appropriate to cultural differences.</li> <li>• Use and interpret non-verbal communication.</li> <li>• The scope of information or materials required within the parameters of the job role.</li> <li>• Consequences of poor team participation on job outcomes.</li> <li>• Work health and safety requirements.</li> </ul>	
<b>Core Skills / Generic Skills</b>				
13.	Writing Skills		<p>On the job the individual needs to be able to:</p> <ul style="list-style-type: none"> <li>• Complete workplace documentation accurately.</li> </ul>	All 12 NOSs
14.	Reading Skills		<p>On the job the individual needs to be able to:</p> <ul style="list-style-type: none"> <li>• Read and interpret workplace documentation.</li> </ul>	All 12 NOSs

S.No	Module/Topic	Duration (hrs )	Key Learning Outcomes	NOS Code
			<ul style="list-style-type: none"> <li>Read and interpret organisational policies and procedures</li> </ul>	
15.	Oral Communication (Listening and Speaking skills)		On the job the individual needs to be able to: <ul style="list-style-type: none"> <li>Follow instructions accurately.</li> <li>Use gestures or simple words to communicate where language barriers exist.</li> <li>Use questioning to minimise misunderstandings.</li> <li>Display courteous and helpful behaviour at all times.</li> </ul>	All 12 NOSs
<b>Professional Skills</b>				
16.	Plan and Organise		On the job the individual needs to be able to: <ul style="list-style-type: none"> <li>Plan and schedule time personal management.</li> </ul>	All 12 NOSs
17.	Customer Centricity		On the job the individual needs to be able to: <ul style="list-style-type: none"> <li>Build relationships with internal and external team members.</li> </ul>	All 12 NOSs
18.	Problem Solving		On the job the individual needs to be able to identify and respond to: <ul style="list-style-type: none"> <li>Ambiguity in directions and instructions.</li> <li>Breakdown in relationships within the team.</li> <li>Breakdowns in communications with other teams.</li> </ul>	All 12 NOSs

*(This syllabus/ curriculum has been approved by RASCI)*