Contents

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

Introduction

Qualifications Pack – Sales Associate

SECTOR: PEOPLE WITH DISABILITY

SUB-SECTOR: B2B & B2C

OCCUPATION: Store Operations

REFERENCE ID: PWR/Q0104

ALIGNED TO NCO: 2004/5220.35

Sales Associate: Individuals in this position interact with customers to understand and service customer needs with specialization leading to maximization of business in a retail environment.

Brief Job Description: Individuals in this position interact with customers by giving specialized service and product demonstrations to maximise business in a retail environment whilst striving for continous improvements in levels of services rendered.

Personal Attributes: The individual needs to be physically fit to withstand working in a retail environment whilst being customer responsive. They need to have excellent product knowledge, interpersonal and listening skills.

Job Details

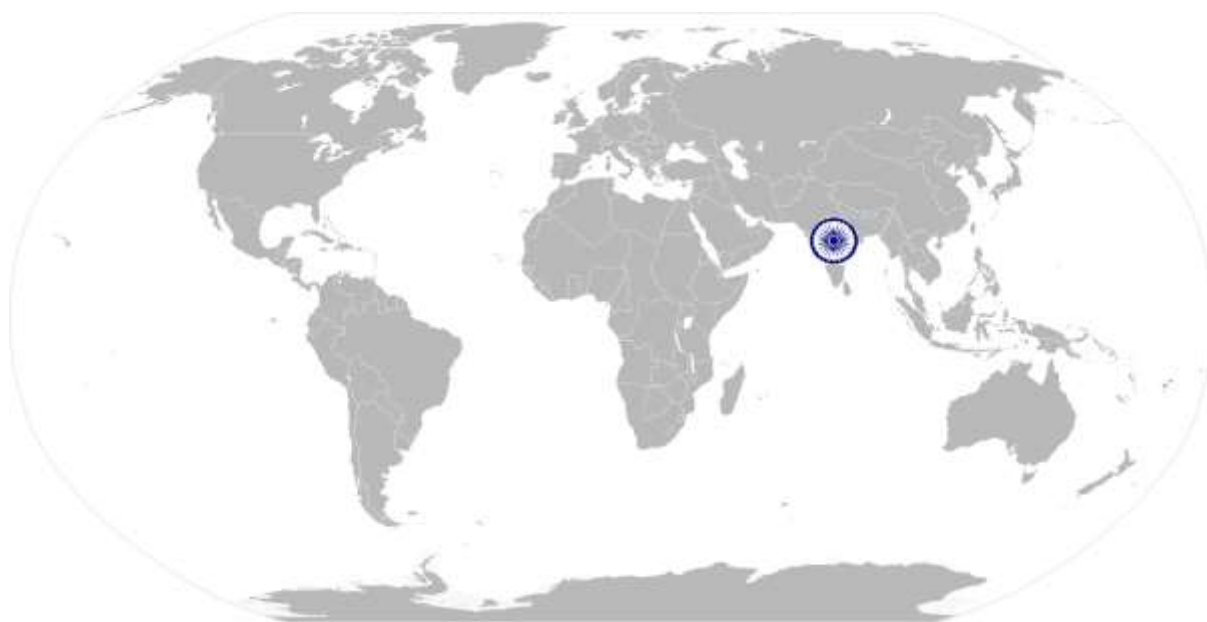|			
Qualifications Pack Code	PWR/Q0104		
Job Role	Sales Associate		
Credits(NSQF)	TBD	**Version number**	1.0
Sector	People with Disability	**Drafted on**	20/04/13
Sub-sector	B2B & B2C	**Last reviewed on**	26/06/15
Occupation	Store Operations	**Next review date**	27/06/16
NSQC Clearance on	19 / 05 / 2015		

Job Role	Sales Associate
Role Description	Individuals in this position interact with customers by giving specialized service and product demonstrations to maximise business in a retail environment whilst striving for continous improvements in levels of services rendered.
NVEQF/NVQF level **Minimum Educational Qualifications*** **Maximum Educational Qualifications***	4 10th Pass Not Applicable
Training	Sales Associate Training
Minimum Job Entry Age	18 years
Experience	0-2 Year in similar position (not mandatory)
Applicable National Occupational Standards (NOS)	**Compulsory:** 1. RAS / N0114 To process credit applications for purchases 2. RAS / N0120 To help keep the store secure 3. RAS / N0122 To help maintain healthy and safety 4. RAS / N0125 To demonstrate products to customers 5. RAS / N0126 To help customers choose right products 6. RAS / N0127 To provide specialist support to customers facilitating purchases 7. RAS / N0128 To maximise sales of goods & services 8. RAS / N0129 To provide personalised sales & post-sales service support 9. RAS / N0130 To create a positive image of self & organisation in the customers mind 10. RAS / N0132 To resolve customer concerns 11. RAS / N0133 To organise the delivery of reliable service 12. RAS / N0134 To improve customer relationship 13. RAS / N0135 To monitor and solve service concerns 14. RAS / N0136 To promote continuous improvement in service 15. RAS / N0137 To work effectively in your team 16. RAS / N0138 To work effectively in your organisation **Optional:** NA
Performance Criteria	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.

Acronyms

Keywords /Terms	Description
Ops	Operations
POS	Point of Sale
EDC Terminal	Electronic Data Capture Terminal (Card Swipe Machine)
SOP	Standard Operating Process

National Occupational Standard

Overview

This NOS covers the skills and knowledge for an individual to process credit applications for purchases.

National Occupational Standard

Unit Code	RAS / N0114
Unit Title (Task)	Process credit applications for purchases
Description	This OS describes the skills and knowledge required to effectively process credit applications for purchases.
Scope	This unit applies to individuals to process credit applications for purchases in retail operations. • Process applications from customers for credit facilities The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope

Element	Performance Criteria
Process applications from customers for credit facilities	To be competent, the user/individual on the job must be able to: PC1. Identify the customer's needs for credit facilities. PC2. Clearly explain to the customer the features and conditions of credit facilities. PC3. Provide enough time and opportunities for the customer to ask for clarification or more information. PC4. Accurately fill in the documents needed to allow the customer to get credit. PC5. Successfully carry out the necessary credit checks and authorisation procedures. PC6. Promptly refer difficulties in processing applications to the right person.

Knowledge and Understanding (K)

A. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. The features and conditions of the credit facilities offered by the company. KA2. Legal and company requirements for giving information to customers when offering them credit facilities. KA3. Legal and company procedures for carrying out credit checks and getting authorisation for credit facilities. KA4. Who to approach for advice and help in sorting out difficulties in processing applications.
B. Technical Knowledge	On the job the individual needs to apply technical knowledge of KB1. Determining the credit worthiness of an individual by using appropriate techniques and tools.

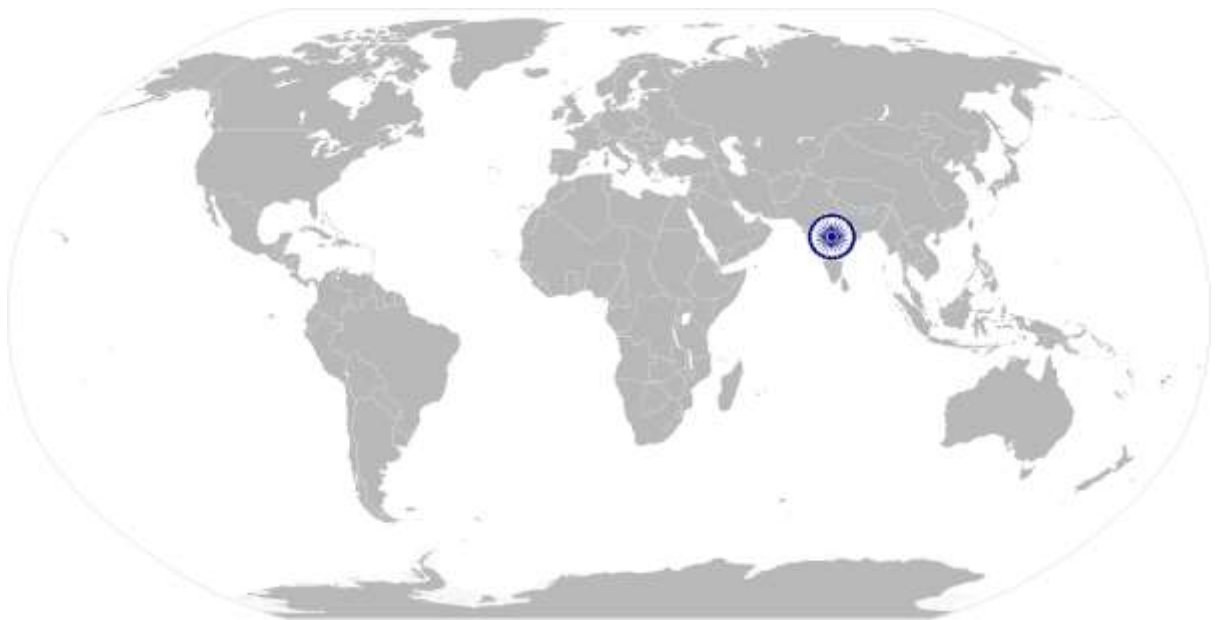| Skills (S)		
A. Core Skills/ Generic Skills	**Writing Skills,**	

	On the job the individual needs to be able to:
	     SA1. Complete documentation accurately.
	     SA2. Write simple reports when required.	

	Reading Skills	

	On the job the individual needs to be able to:
	     SA3. Read information accurately.
	     SA4. Read and interpret data sheets.	

	Oral Communication (Listening and Speaking skills)	

	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. Professional Skills	**Decision Making**	
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.	
	Plan and Organize	
	On the job the individual needs to be able to: SB2. Plan and schedule routines.	
	Customer Centricity	
	On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.	
	Problem Solving	

	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.	

	Analytical Thinking	

	On the job the individual needs to be able to: SB7. Identify and evaluate the supportings given for credit applications.
	Critical Thinking
	On the job the individual needs to be able to: SB8. Determine the impact of doing a thorough credit check for all applications received.

NOS Version Control

NOS Code Font:	RAS / N0114		
Credits(NSQF)	TBD	**Version number**	1.0
Industry	Retail	**Drafted on**	20/04/13
Industry Sub-sector	B2B & B2C	**Last reviewed on**	26/06/15
Occupation	Store Operations	**Next review date**	27/06/16

Back To NOS List

National Occupational Standard

Overview

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

National Occupational Standard

Unit Code	RAS / N0120
Unit Title (Task)	Help keep the store secure
Description	This OS describes the skills and knowledge required to to help keep the store secure.
Scope	This unit applies to individuals to help keep the store secure in retail operations. • Help keep the retail environment secure The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope

Element	Performance Criteria
Help keep the retail environment secure	To be competent, the user/individual on the job must be able to: PC1. Take prompt and suitable action to reduce security risks as far as possible, where it is within the limits of your responsibility and authority to do so. PC2. Follow company policy and legal requirements when dealing with security risks. PC3. Recognise when security risks are beyond your authority and responsibility to sort out, and report these risks promptly to the right person. PC4. Use approved procedures and techniques for protecting your personal safety when security risks arise. PC5. Follow company policies and procedures for maintaining security while you work. PC6. Follow company policies and procedures for making sure that security will be maintained when you go on your breaks and when you finish work.

Knowledge and Understanding (K)

B. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. The types of security risk that can arise in your workplace. KA2. How much authority and responsibility you have to deal with security risks, including your legal rights and duties. KA3. Company policy and procedures for dealing with security risks in your workplace. KA4. Whom to report security risks to, and how to contact them. KA5. Company policies and procedures for maintaining security while you work. KA6. Company policies and procedures for making sure that security will be maintained when you go on your breaks and when you finish work.
B. Technical Knowledge	On the job the individual needs to apply technical knowledge of KB1. Approved procedures and techniques for protecting your personal safety when security risks arise.

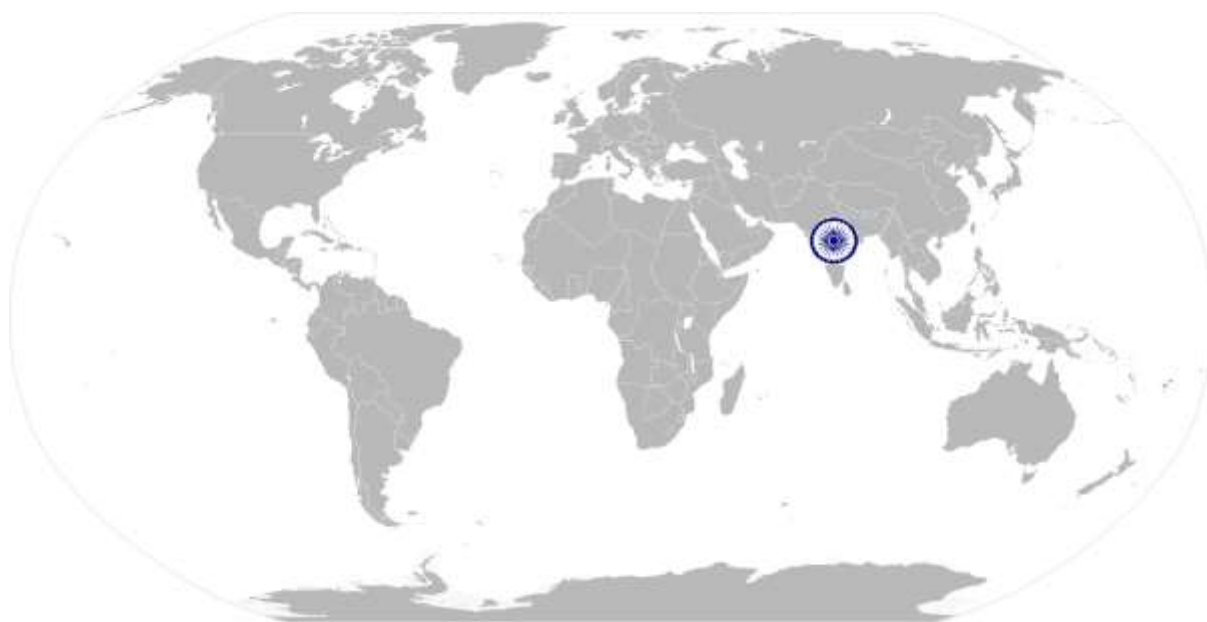| Skills (S)		
C. Core Skills/ Generic Skills	**Writing Skills,**	
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.	
	Reading Skills	
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.	
	Oral Communication (Listening and Speaking skills)	
	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.	
D. Professional Skills	**Decision Making**	
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.	
	Plan and Organize	
	On the job the individual needs to be able to: SB2. Plan and schedule routines.	
	Customer Centricity	
	On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.	
	Problem Solving	
	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.	
	Analytical Thinking	
	On the job the individual needs to be able to: SB 7. Respond to emergency situations as per the escalation matrix.	
	Critical Thinking	
	On the job the individual needs to be able to: SB 8. Determine the impact of not securing the loss prevention and security equipment.	

NOS Version Control

NOS Code Font:	RAS / N0120		
Credits(NSQF)	TBD	Version number	1.0
Industry	Retail	Drafted on	20/04/13
Industry Sub-sector	B2B & B2C	Last reviewed on	26/06/15
Occupation	Store Operations	Next review date	27/06/16

Back To NOS List
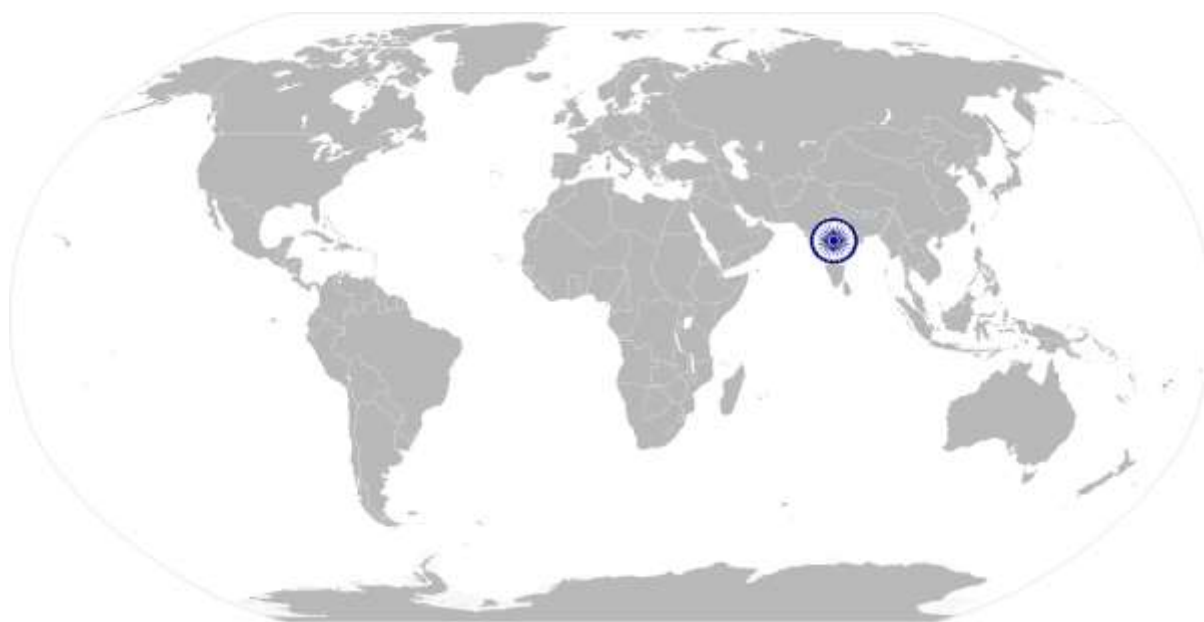
National Occupational Standard

Overview

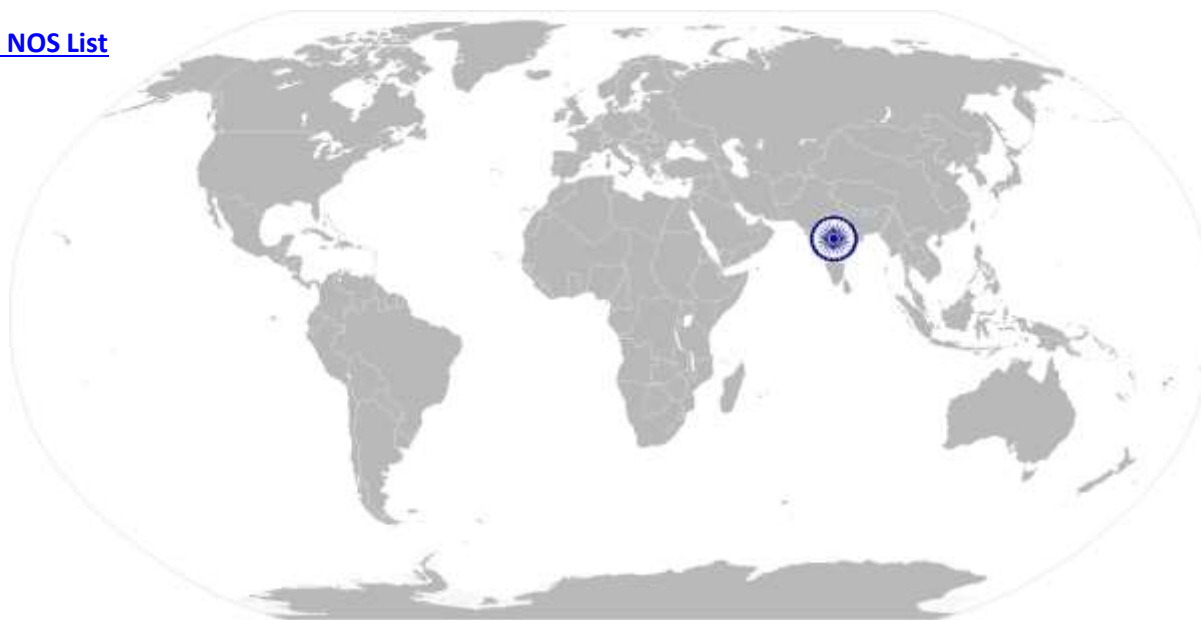**This NOS covers the skills and knowledge for an individual to help maintain healthy and safety.**

National Occupational Standard

Unit Code	RAS / N0122
Unit Title (Task)	**Help maintain healthy and safety**
Description	This OS describes the skills and knowledge required to to help maintain healthy and safety.
Scope	This unit applies to individuals to help maintain healthy and safety in retail operations. • Deal with accidents and emergencies • Help to reduce risks to health and safety The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope

Element	Performance Criteria
Deal with accidents and emergencies	To be competent, the user/individual on the job must be able to: PC1. Follow company procedures and legal requirements for dealing with accidents and emergencies. PC2. Speak and behave in a calm way while dealing with accidents and emergencies. PC3. Report accidents and emergencies promptly, accurately and to the right person. PC4. Recognise when evacuation procedures have been started and following company procedures for evacuation.
to reduce risks to health and safety	To be competent, the user/individual on the job must be able to: PC5. Follow the health and safety requirements laid down by your company and by law, and encourage colleagues to do the same. PC6. Promptly take the approved action to deal with risks if you are authorised to do so. PC7. If you do not have authority to deal with risks, report them promptly to the right person. PC8. Use equipment and materials in line with the manufacturer's instructions.

vledge and Understanding (K)

C. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. Company procedures and legal requirements for dealing with accidents and emergencies. KA2. Reporting accidents and emergencies promotes health and safety. KA3. Legal and company requirements for reporting accidents and emergencies. KA4. Company procedures for evacuation, including how the alarm is raised and where emergency exits and assembly points are. KA5. Health and safety requirements laid down by your company and by law. KA6. Setting a good example contributing to health and safety in the workplace.

	KA7. Authority and responsibility for dealing with health and safety risks, and the importance of not taking on more responsibility than you are authorised to. KA8. Approved procedures for dealing with health and safety risks. KA9. Finding instructions for using equipment and materials.
B. Technical Knowledge	On the job the individual needs to apply technical knowledge of KB1. Techniques for speaking and behaving in a calm way while dealing with accidents and emergencies. KB2. Emergency response techniques. KB3. Using machinery and escape methods to have minimal loss to material and life.
Skills (S)	
E. Core Skills/ Generic Skills	**Writing Skills,**
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	Oral Communication (Listening and Speaking skills)
	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.
F. Professional Skills	**Decision Making**
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Plan and Organize
	On the job the individual needs to be able to: SB2. Plan and schedule routines.
	Customer Centricity
	On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.
	Problem Solving
	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.
	Analytical Thinking
	Not Applicable
	Critical Thinking
	Not Applicable

NOS Version Control

NOS Code Font:	**RAS / N0122**		
Credits(NSQF)	TBD	**Version number**	1.0
Industry	Retail	**Drafted on**	20/04/13
Industry Sub-sector	B2B & B2C	**Last reviewed on**	26/06/15
.	Store Operations	**Next review date**	27/06/16

Back To NOS List

National Occupational Standard

Overview

This NOS covers the skills and knowledge for an individual to demonstrate products to customers.

Unit Code	RAS / N0125
Unit Title (Task)	**Demonstrate products to customers**
Description	This OS describes the skills and knowledge required to demonstrate products to customers.
Scope	This unit applies to individuals to demonstrate products to customers in retail operations. • Demonstrate products to customers The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope

Element	Performance Criteria
Demonstrate products to customers	To be competent, the user/individual on the job must be able to: PC1. Prepare the demonstration area and check that it can be used safely. PC2. Check you have the equipment and products you need to give the demonstration. PC3. Explain the demonstration clearly and accurately to the customer. PC4. Present the demonstration in a logical sequence of steps and stages. PC5. Cover all the features and benefits you think are needed to gain the customer's interest. PC6. Promptly clear away the equipment and products at the end of the demonstration and connect with the customer.

Knowledge and Understanding (K)

D. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. Preparing the demonstration area effectively and checking it is safe. KA2. Organising demonstrations into logical steps and stages, and how this makes demonstrations more effective. KA3. Communicating clear and accurate information during demonstrations. KA4. Clearing equipment and products away promptly at the end of the demonstration and connect with the customer.
B. Technical Knowledge	On the job the individual needs to apply technical knowledge of KB1. Demonstrations in promoting and selling products. KB2. Features and benefits of the products you are responsible for demonstrating. KB3. Applicable warranty, replacement / repair. KB4. Annual maintenance costs (if applicable).

Skills (S)

G. Core Skills/	Writing Skills,

National Occupational Standard

Generic Skills	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	Oral Communication (Listening and Speaking skills)
	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.
H. Professional Skills	**Decision Making**
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Plan and Organize
	On the job the individual needs to be able to: SB2. Plan and schedule routines.
	Customer Centricity
	On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.
	Problem Solving
	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.
	Analytical Thinking
	Not Applicable
	Critical Thinking
	Not Applicable

NOS Version Control

NOS Code Font:	RAS / N0125		
Credits(NSQF) [*OPTIONAL*	TBD	Version number	1.0
Industry	Retail	Drafted on	20/04/13
Industry Sub-sector	B2B & B2C	Last reviewed on	26/06/15
Occupation	Store Operations	Next review date	27/06/16

Back To NOS List

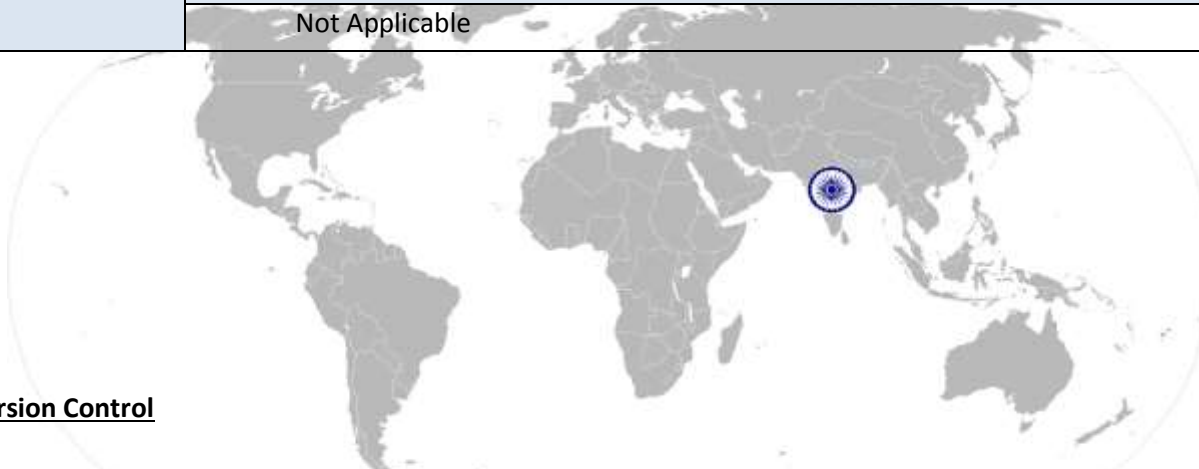
National Occupational Standard
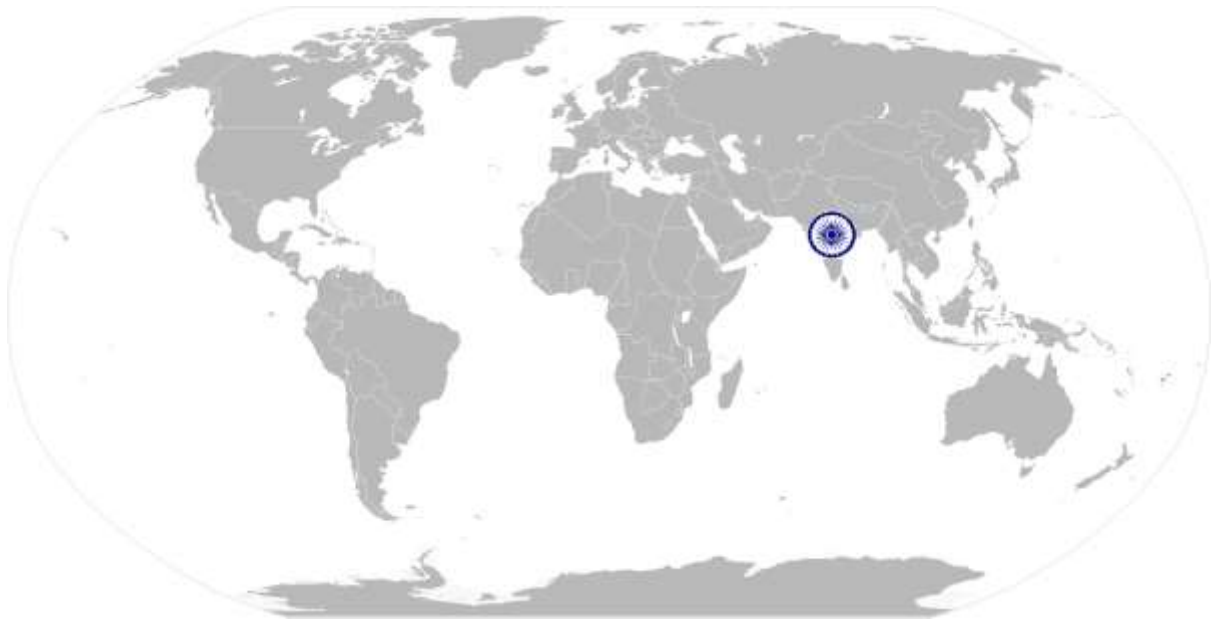
Overview

This NOS covers the skills and knowledge for an individual to help customers choose right products.

National Occupational Standard

Unit Code	RAS / N0126
Unit Title (Task)	**Help customers choose right products**
Description	This OS describes the skills and knowledge required to help customers choose right products.
Scope	This unit applies to individuals to help customers choose right products in retail operations. • Help customers choose products • Check the customer's preferences and buying decisions when making sales The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope	
Element	**Performance Criteria**
Help customers choose products	To be competent, the user/individual on the job must be able to: PC1. Find out which product features and benefits interest individual customers and focus on these when discussing products. PC2. Describe and explain clearly and accurately relevant product features and benefits to customers. PC3. Compare and contrast products in ways that help customers choose the product that best meets their needs. PC4. Check customers' responses to your explanations, and confirm their interest in the product. PC5. Encourage customers to ask questions & respond to their questions, comments & objections in ways that promote sales & goodwill. PC6. Identify suitable opportunities to tell the customer about associated or additional products and do so in a way that promotes sales and goodwill. PC7. Constantly check the store for security, safety and potential sales whilst helping customers.

Check the customer's preferences and buying decisions when making sales	To be competent, the user/individual on the job must be able to: PC8. Give customers enough time to evaluate products and ask questions. PC9. Handle objections and questions in a way that promotes sales and keeps the customer's confidence. PC10. Identify the need for additional and associated products and take the opportunity to increase sales. PC11. Clearly acknowledge the customer's buying decisions. PC12. Clearly explain any customer rights that apply. PC13. Clearly explain to the customer where to pay for their purchases.

Knowledge and Understanding (K)

E. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. Promoting sales and goodwill. KA2. Helping customers to choose products. KA3. Explaining product features and benefits to customers in ways that they understand and find interesting. KA4. Checking and interpreting customers responses. KA5. Adapting explanations and responding to questions and comments in ways that promote sales and goodwill. KA6. Encourage customers to ask you for clarification and more information. KA7. The risks of not paying attention to the store, in terms of security, safety and lost sales. KA8. Recognising buying signals from customers KA9. Handling objections and questions confidently and effectively. KA10.Legal rights and responsibilities of retailers and customers to do with returning of unsatisfactory goods.
B. Technical Knowledge	On the job the individual needs to apply technical knowledge of KB1. Techniques for closing the sale. KB2. Product features and benefits.

Skills (S)

I. Core Skills/ Generic Skills	**Writing Skills,**
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	Oral Communication (Listening and Speaking skills)
	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.

J. Professional Skills	Decision Making
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Plan and Organize
	On the job the individual needs to be able to: SB2. Plan and schedule routines.
	Customer Centricity
	On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.
	Problem Solving
	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
	Analytical Thinking
	Not Applicable
	Critical Thinking
	Not Applicable

NOS Version Control

NOS Code Font:	RAS / N0126		
Credits(NSQF)	TBD	**Version number**	1.0
Industry	Retail	**Drafted on**	20/04/13
Industry Sub-sector	B2B & B2C	**Last reviewed on**	26/06/15
Occupation	Store Operations	**Next review date**	27/06/16

National Occupational Standard
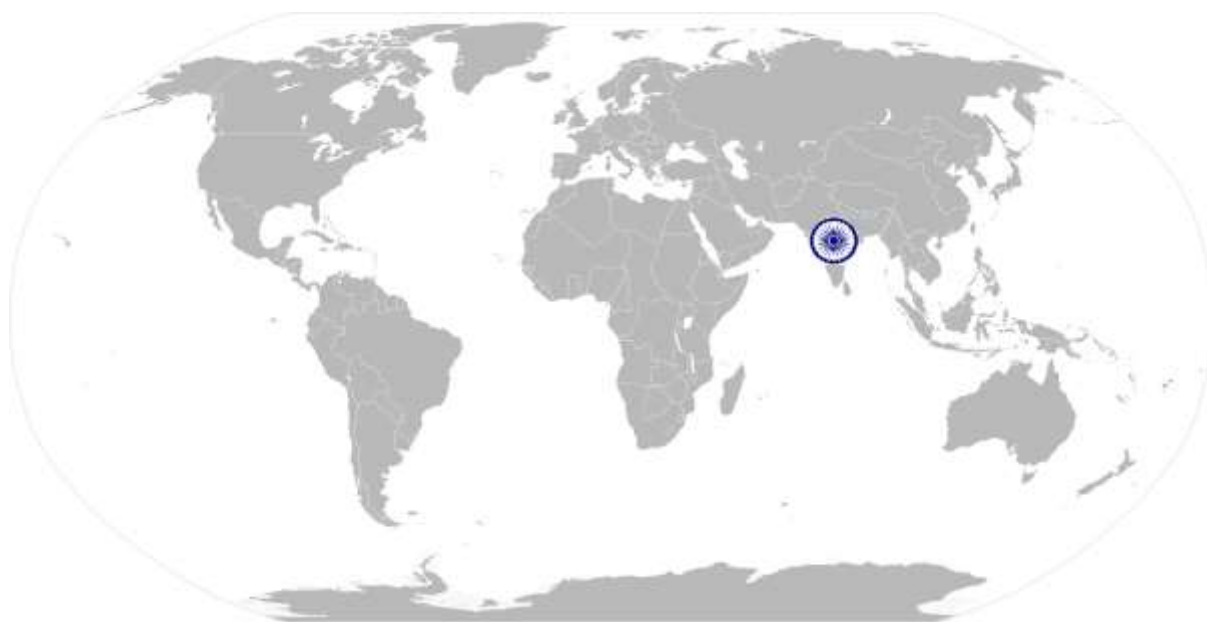
<u>Overview</u>

This NOS covers the skills and knowledge for an individual to provide specialist support to customers facilitating purchases.

Unit Code	RAS / N0127
Unit Title (Task)	**Provide specialist support to customers facilitating purchases**
Description	This OS describes the skills and knowledge required to provide specialist support to customers facilitating purchases.
Scope	This unit applies to individuals to provide specialist support to customers facilitating purchases in retail operations. • Give customers information and advice on specialist products • Demonstrate specialist products to customers The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope	
Element	**Performance Criteria**
Give customers information and advice on specialist products	To be competent, the user/individual on the job must be able to: PC1. Talk to customers politely and in ways that promote sales and goodwill. PC2. Use the information the customer gives you to find out what they are looking for. PC3. Help the customer understand the features and benefits of the products they have shown an interest in. PC4. Explain clearly and accurately the features and benefits of products and relate these to the customer's needs. PC5. Promote the products that give the best match between the customer's needs and the store's need to make sales. PC6. Spot and use suitable opportunities to promote other products where these will meet the customer's needs. PC7. Control the time you spend with the customer to match the value of the prospective purchase. PC8. Constantly check the store for safety, security and potential sales while helping individual customers.
Demonstrate specialist products to customers	To be competent, the user/individual on the job must be able to: PC9. Find out if the customer is willing to see a demonstration. PC10. Set up demonstrations safely and in a way that disturbs other people as little as possible. PC11. Check you have everything you need to give an effective demonstration. PC12. Give demonstrations that clearly show the use and value of the product. PC13. Where appropriate, offer customers the opportunity to use the product themselves. PC14. Give the customer enough chance to ask questions about the products or services you are demonstrating to them. PC15. Check that the store will be monitored for security, safety and potential sales while you are carrying out demonstrations.

Knowledge and Understanding (K)	
F. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. Helping customers decide what to buy by comparing and contrasting the features, advantages and benefits of products for them. KA2. Giving customers product information that is relevant to their individual needs and interests. KA3. Finding out which product features and benefits interest individual customers. KA4. Adapting your speech, body language and sales style to appeal to different kinds of customer. KA5. Company policy on customer service and how this applies to giving specialist information and advice to customers. KA6. Setting up safe and effective demonstrations of the specialist products you are responsible for promoting. KA7. Keeping the customer interested during demonstrations. KA8. Responding to the customer's comments and questions during demonstrations.
B. Technical Knowledge	On the job the individual needs to apply technical knowledge of KB1. Features and benefits of the specialist products. KB2. Advantages compared with similar products offered by competitors KB3. Upto date product knowledge. KB4. Demonstrations in promoting and selling products.
Skills (S)	
K. Core Skills/ Generic Skills	**Writing Skills,**
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately, SA4. Read and interpret data sheets.
	Oral Communication (Listening and Speaking skills)
	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.
L. Professional Skills	**Decision Making**
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Plan and Organize
	On the job the individual needs to be able to: SB2. Plan and schedule routines.
	Customer Centricity

26

	On the job the individual needs to be able to:
	SB3. Build relationships with internal and external customers.
	Problem Solving
	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.
	Analytical Thinking
	Not Applicable
	Critical Thinking
	Not Applicable
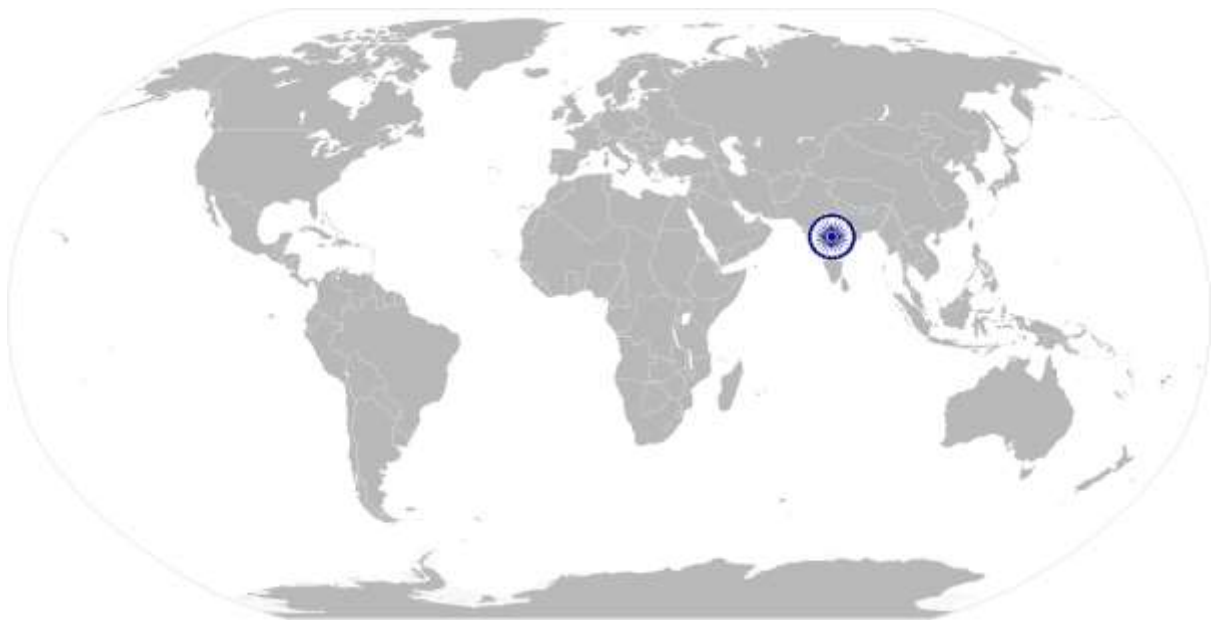
NOS Version Control

NOS Code :	RAS / N0127		
Credits(NSQF)	**TBD**	**Version number**	**1.0**
Industry	**Retail**	**Drafted on**	**20/04/13**
Industry Sub-sector	**B2B & B2C**	**Last reviewed on**	**26/06/15**
Occupation	**Store Operations**	**Next review date**	**27/06/16**

National Occupational Standard

Overview

This NOS covers the skills and knowledge for an individual to maximise sales of goods & services.

Unit Code	RAS / N0128
Unit Title (Task)	**Maximise sales of goods & services**
Description	This OS describes the skills and knowledge required to maximise sales of goods & services.
Scope	This unit applies to individuals to maximise sales of goods & services in retail operations. • Identify opportunities to increase sales of particular products • Promote particular products The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope

Element	Performance Criteria
Identify opportunities to increase sales of particular products	To be competent, the user/individual on the job must be able to: PC1. Identify promotional opportunities and estimate their potential to increase sales. PC2. Identify promotional opportunities which offer the greatest potential to increase sales. PC3. Report promotional opportunities to the right person. PC4. Fill in the relevant records fully and accurately.
Promote particular products	To be competent, the user/individual on the job must be able to: PC5. Tell customers about promotions clearly and in a persuasive way. PC6. Identify and take the most effective actions for converting promotional sales into regular future sales. PC7. Gather relevant and accurate information about the effectiveness of promotions, and communicate this information clearly to the right person. PC8. Record clearly and accurately the results of promotions.

Knowledge and Understanding (K)

G. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. Seasonal trends and how they affect opportunities for sales. KA2. Estimating and comparing the potential of promotional opportunities to increase sales. KA3. Whom to approach about promotional opportunities you have identified. KA4. Techniques for building customers' interest in regularly buying in future the product you are promoting. KA5. Evaluating and recording the results of promotions.

National Occupational Standard

B. Technical Knowledge	On the job the individual needs to apply technical knowledge of
	    KB1. The difference between the features and benefits of products.
	    KB2. Promoting the features and benefits of products to customers.
	    KB3. Techniques for encouraging customers to buy the product being promoted.

Skills (S)	
M. Core Skills/ Generic Skills	**Writing Skills,**

	On the job the individual needs to be able to:
	    SA1. Complete documentation accurately.
	    SA2. Write simple reports when required.

	Reading Skills

	On the job the individual needs to be able to:
	    SA3. Read information accurately.
	    SA4. Read and interpret data sheets.

	Oral Communication (Listening and Speaking skills)

	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.

N. Professional Skills	**Decision Making**
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Plan and Organize
	On the job the individual needs to be able to: SB2. Plan and schedule routines.
	Customer Centricity
	On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.
	Problem Solving

	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.

	Analytical Thinking
	Not Applicable
	Critical Thinking
	Not Applicable

NOS Version Control

NOS Code Font:	RAS / N0128		
Credits(NSQF)	Level 4	Version number	1.0
Industry	Retail	Drafted on	20/04/13
Industry Sub-sector	B2B & B2C	Last reviewed on	26/06/15
Occupation	Store Operations	Next review date	27/06/16

Back To NOS List

National Occupational Standard
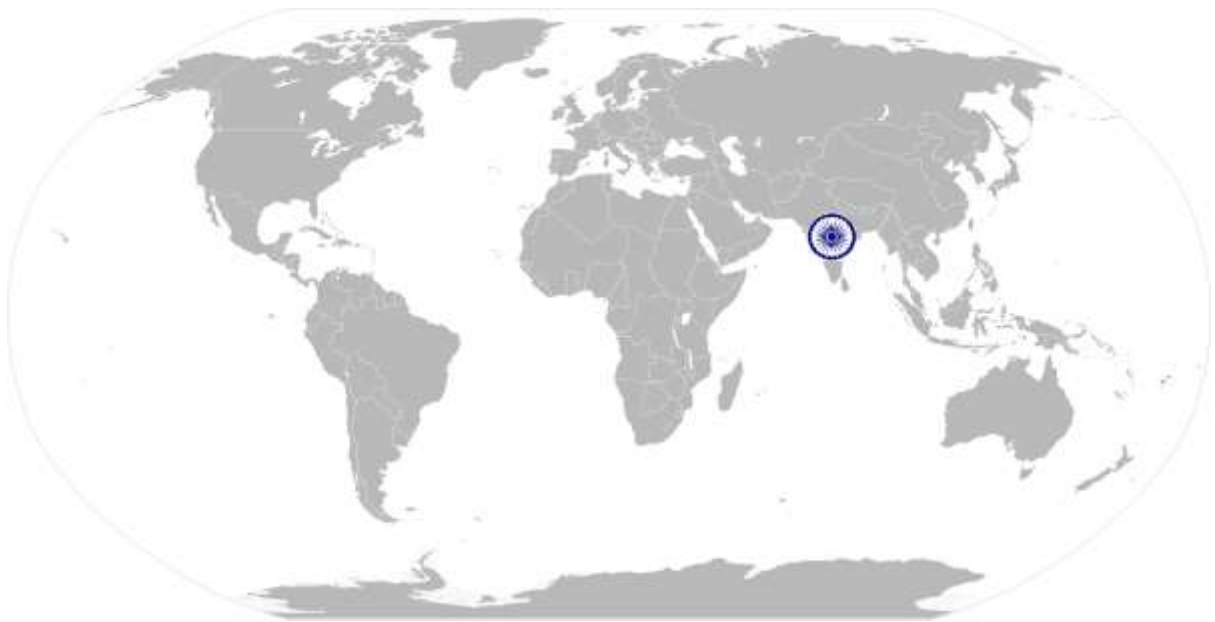
Overview

This NOS covers the skills and knowledge for an individual to provide personalised sales & post-sales service support.

National Occupational Standard

Unit Code	RAS / N0129
Unit Title (Task)	**Provide personalised sales & post-sales service support**
Description	This OS describes the skills and knowledge required to provide personalised sales & post-sales service support.
Scope	This unit applies to individuals to provide personalised sales & post-sales service support in retail operations. • Provide a personalised service Provide an after sales service The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope

Element	Performance Criteria
Provide a personalised service	To be competent, the user/individual on the job must be able to: PC1. Use available information in the client records to help you prepare for consultations. PC2. Before starting a consultation, check that the work area is clean and tidy and that all the equipment you need is to hand. PC3. Quickly create a rapport with the client at the start of the consultation. PC4. Talk and behave towards the client in ways that project the company image effectively. PC5. Ask questions that encourage the client to tell you about their buying needs, preferences and priorities. PC6. Where appropriate, tactfully check how much the client wants to spend. PC7. Explain clearly to the client the features and benefits of the products or services you are recommending and relate these to the client's individual needs. PC8. Identify suitable opportunities to sell additional or related products or services that are suited to the client's needs. PC9. Make recommendations to the client in a confident and polite way and without pressurising them. PC10. Pace client consultations so you make good use of your selling time while maintaining good relations with the client. PC11. Meet your company's customer service standards in your dealings with the client.

Provide an after sales service	To be competent, the user/individual on the job must be able to: PC12. Follow the company's procedures for keeping client records up-to-date. PC13. Record client information accurately and store it in the right places in your company's system. PC14. Keep client information confidential and share it only with people who have a right to it. PC15. Keep to clients' wishes as to how and when you may contact them. PC16. Follow your company's policy and procedures for contacting clients. PC17. Where you cannot keep promises to clients, tell them promptly and offer any other suitable products or services.
Knowledge and Understanding (K)	
H. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. Company's desired image and how to project this to clients. KA2. Using information in client records to prepare for client visits. KA3. Creating and maintaining a rapport with clients, both new and existing. KA4. Types of question to ask clients to find out about their buying needs, preferences and priorities. KA5. Asking clients tactfully how much they want to spend. KA6. Relating the features and benefits of products or services to the client's needs. KA7. Identifying suitable opportunities to sell additional or related products. KA8. Making recommendations to clients in a way that encourages them to take your advice, without pressurising them. KA9. Balancing the need to make immediate sales with the need to maintain good business relations with the client, and how to do so. KA10. Company's customer service standards and how to apply these when providing a personalised service to clients. KA11. Keeping client records up-to-date and store them correctly. KA12. Company procedures for updating client records. KA13. Company systems and procedures for recording and storing client information. KA14. Relevant aspects of the data protection laws and company policy for client confidentiality. KA15. Keeping your promises to clients.
B. Technical Knowledge	On the job the individual needs to apply technical knowledge of KB1. About the brands and services, including: seasonal trends, new brands or services, promotions, stock levels, competitor comparisons, additional services such as store cards, gift wrapping or delivery.
Skills (S)	
O. Core Skills/ Generic Skills	**Writing Skills,**
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately SA4. Read and interpret data sheets

	Oral Communication (Listening and Speaking skills)	
	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. Professional Skills	**Decision Making**	
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.	
	Plan and Organize	
	On the job the individual needs to be able to: SB2. Plan and schedule routines.	
	Customer Centricity	
	On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.	
	Problem Solving	
	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.	
	Analytical Thinking	
	Not Applicable	
	Critical Thinking	
	Not Applicable	

NOS Version Control

NOS Code :	RAS / N0129		
Credits(NSQF)	Level 4	**Version number**	1.0
Industry	Retail	**Drafted on**	20/04/13
Industry Sub-sector	B2B & B2C	**Last reviewed on**	26/06/15
Occupation	Store Operations	**Next review date**	27/06/16

Back To NOS List

National Occupational Standard

Overview

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

National Occupational Standard

Unit Code	RAS / N0130
Unit Title (Task)	**Create a positive image of self & organisation in the customers mind**
Description	This OS describes the skills and knowledge required to create a positive image of self & organisation in the customers mind.
Scope	This unit applies to individuals to create a positive image of self & organisation in the customers mind in retail operations. • Establish effective rapport with customers • Respond appropriately to customers • Communicate information to customers The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope

Element	Performance Criteria
Establish effective rapport with customers	To be competent, the user/individual on the job must be able to: PC1. Meet your organisation's standards of appearance and behaviour. PC2. Greet your customer respectfully and in a friendly manner. PC3. Communicate with your customer in a way that makes them feel valued and respected. PC4. Identify and confirm your customer's expectations. PC5. Treat your customer courteously and helpfully at all times. PC6. Keep your customer informed and reassured. PC7. Adapt your behaviour to respond effectively to different customer behaviour.
Respond appropriately to customers	To be competent, the user/individual on the job must be able to: PC8. Respond promptly to a customer seeking assistance. PC9. Select the most appropriate way of communicating with your customer. PC10. Check with your customer that you have fully understood their expectations. PC11. Respond promptly and positively to your customers' questions and comments. PC12. Allow your customer time to consider your response and give further explanation when appropriate.
Communicate information to customers	To be competent, the user/individual on the job must be able to: PC13. Quickly locate information that will help your customer. PC14. Give your customer the information they need about the services or products offered by your organisation. PC15. Recognise information that your customer might find complicated and check whether they fully understand. PC16. Explain clearly to your customers any reasons why their needs or expectations cannot be met.

Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. Organisation's standards for appearance and behaviour. KA2. Organisation's guidelines for how to recognise what your customer wants and respond appropriately. KA3. Organisation's rules and procedures regarding the methods of communication you use. KA4. Recognising when a customer is angry or confused. KA5. Organisation's standards for timeliness in responding to customer questions and requests for information.
B. Technical Knowledge	Not Applicable

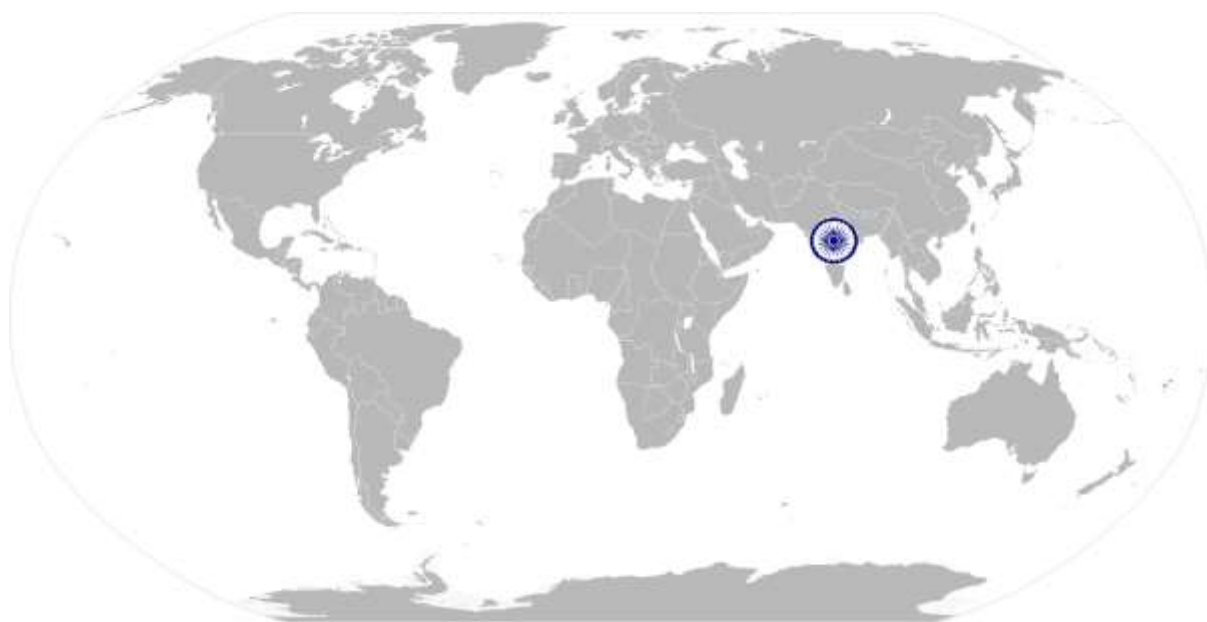| Skills (S)	
A. Core Skills/ Generic Skills	**Writing Skills,**
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	Oral Communication (Listening and Speaking skills)
	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. Professional Skills	**Decision Making**
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Plan and Organize
	On the job the individual needs to be able to: SB2. Plan and schedule routines.
	Customer Centricity
	On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.
	Problem Solving
	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.
	Analytical Thinking

	Not Applicable
	Critical Thinking
	Not Applicable

NOS Version Control

NOS Code Font:	RAS / N0130		
Credits(NSQF)	TBD	**Version number**	1.0
Industry	Retail	**Drafted on**	20/04/13
Industry Sub-sector	B2B & B2C	**Last reviewed on**	26/06/15
Occupation	Store Operations	**Next review date**	27/06/16

National Occupational Standard

Overview

This NOS covers the skills and knowledge for an individual to resolve customer concerns.

Unit Code	RAS / N0132
Unit Title (Task)	**Resolve customer concerns**
Description	This OS describes the skills and knowledge required to resolve customer concerns.
Scope	This unit applies to individuals to resolve customer concerns in retail operations. • Spot customer service problems • Pick the best solution to resolve customer service problems • Take action to resolve customer service problems The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

National Occupational Standard

Performance Criteria (PC) w.r.t. the Scope	
Element	**Performance Criteria**
Spot customer service problems	To be competent, the user/individual on the job must be able to: PC1. Identify the options for resolving a customer service problem. PC2. Work with others to identify and confirm the options to resolve a customer service problem. PC3. Work out the advantages and disadvantages of each option for your customer and your organisation. PC4. Pick the best option for your customer and your organisation. PC5. Identify for your customer other ways that problems may be resolved if you are unable to help.
Pick the best solution to resolve customer service problems	To be competent, the user/individual on the job must be able to: PC6. Identify the options for resolving a customer service problem. PC7. Work with others to identify and confirm the options to resolve a customer service problem. PC8. Work out the advantages and disadvantages of each option for your customer and your organisation. PC9. Pick the best option for your customer and your organisation. PC10. Identify for your customer other ways that problems may be resolved if you are unable to help.

Take action to resolve customer service problems	To be competent, the user/individual on the job must be able to: PC11. Discuss and agree the options for solving the problem with your customer. PC12. Take action to implement the option agreed with your customer. PC13. Work with others and your customer to make sure that any promises related to solving the problem are kept. PC14. Keep your customer fully informed about what is happening to resolve problem. PC15. Check with your customer to make sure the problem has been resolved to their satisfaction. PC16. Give clear reasons to your customer when the problem has not been resolved to their satisfaction.
Knowledge and Understanding (K)	
B. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. Listening carefully to customers about problems they have raised. KA2. Asking customers about the problem to check your understanding. KA3. Recognising repeated problems and alerting appropriate authority. KA4. Sharing customer feedback with others to identify potential problems before they happen
B. Technical Knowledge	On the job the individual needs to apply technical knowledge of KB1. Identifying problems with systems and procedures before they begin to affect your customers.
Skills (S)	
C. Core Skills/ Generic Skills	**Writing Skills,**
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	Oral Communication (Listening and Speaking skills)
	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.
D. Professional Skills	**Decision Making**
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Plan and Organize
	On the job the individual needs to be able to: SB2. Plan and schedule routines.

Customer Centricity	
On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.	
Problem Solving	
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.	
Analytical Thinking	
Not Applicable	
Critical Thinking	
Not Applicable	

NOS Version Control

NOS Code Font:	RAS / N0132		
Credits(NSQF)	TBD	Version number	1.0
Industry	Retail	Drafted on	20/04/13
Industry Sub-sector	B2B & B2C	Last reviewed on	26/06/15
Occupation	Store Operations	Next review date	27/06/16

Back To NOS List

National Occupational Standard

Overview

This NOS covers the skills and knowledge for an individual to organise delivery of reliable service.

Unit Code	RAS / N0133
Unit Title (Task)	**Organise the delivery of reliable service**
Description	This OS describes the skills and knowledge required to organise delivery of reliable service.
Scope	This unit applies to individuals to organise delivery of reliable service in retail operations. • Plan and organise the delivery of reliable customer service • Review and maintain customer service delivery • Use recording systems to maintain reliable customer service The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope	
Element	**Performance Criteria**
Plan and organise the delivery of reliable customer service	To be competent, the user/individual on the job must be able to: PC1. Plan, prepare and organise everything you need to deliver a variety of services or products to different types of customers. PC2. Organise what you do to ensure that you are consistently able to give prompt attention to your customers. PC3. Reorganise your work to respond to unexpected additional workloads.
Review and maintain customer service delivery	To be competent, the user/individual on the job must be able to: PC4. Maintain service delivery during very busy periods and unusually quiet periods and when systems, people or resources have let you down. PC5. Consistently meet your customers' expectations. PC6. Balance the time you take with your customers with the demands of other customers seeking your attention. PC7. Respond appropriately to your customers when they make comments about the products or services you are offering. PC8. Alert others to repeated comments made by your customers. PC9. Take action to improve the reliability of your service based on customer comments. PC10. Monitor whether the action you have taken has improved the service you give to your customers.

National Occupational Standard

Use recording systems to maintain reliable customer service	To be competent, the user/individual on the job must be able to:
	PC11. Record and store customer service information accurately following organisational guidelines.
	PC12. Select and retrieve customer service information that is relevant, sufficient and in an appropriate format.
	PC13. Quickly locate information that will help solve a customer's query.
	PC14. Supply accurate customer service information to others using the most appropriate method of communication.

Knowledge and Understanding (K)	
C. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. Having reliable and fast information for your customers and your organisation. KA2. Organisational procedures and systems for delivering customer service KA3. Identifying useful customer feedback. KA4. Communicating feedback from customers to others. KA5. Organisational procedures and systems for recording, storing, retrieving and supplying customer service information. KA6. Legal and regulatory requirements regarding the storage of data.
B. Technical Knowledge	On the job the individual needs to apply technical knowledge of KB1. CRM software to capture customer feedback and draw analysis.

Skills (S)	
E. Core Skills/ Generic Skills	**Writing Skills,**
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	Oral Communication (Listening and Speaking skills)
	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 time.
F. Professional Skills	**Decision Making**
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Plan and Organize
	On the job the individual needs to be able to: SB2. Plan and schedule routines.
	Customer Centricity
	On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.

Problem Solving

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

Analytical Thinking
Not Applicable
Critical Thinking
Not Applicable

NOS Version Control

NOS Code :	RAS / N0133		
Credits(NSQF)	**TBD**	**Version number**	**1.0**
Industry	Retail	**Drafted on**	**20/04/13**
Industry Sub-sector	**B2B & B2C**	**Last reviewed on**	26/06/15
Occupation	**Store Operations**	**Next review date**	27/06/16

Back To NOS List

National Occupational Standard
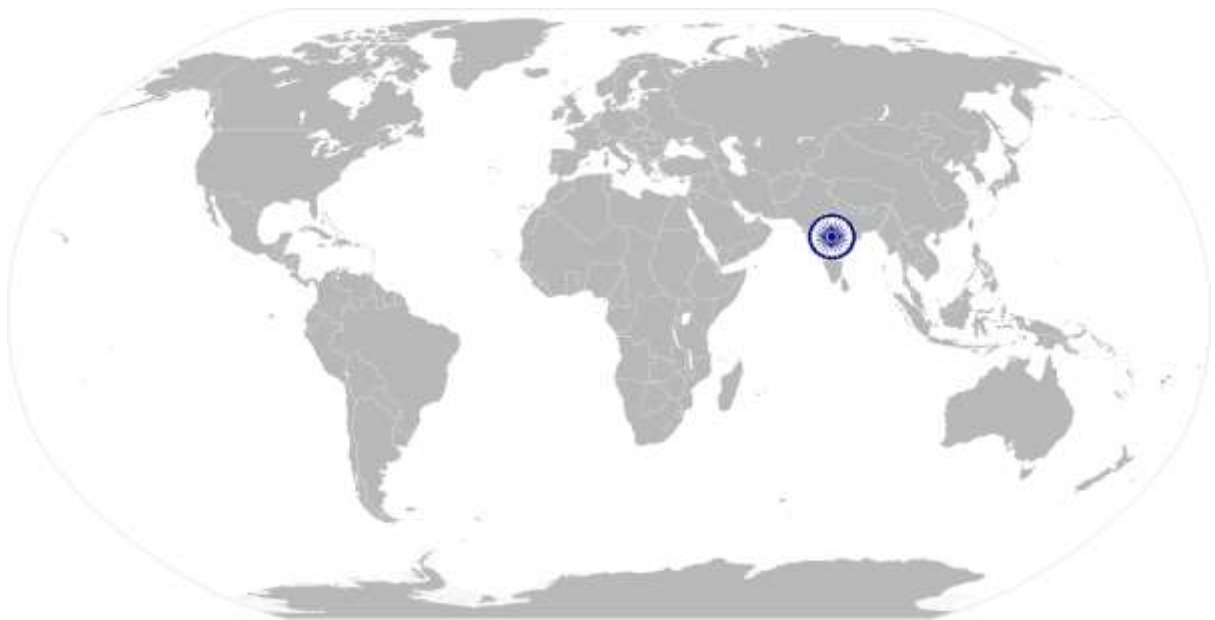
Overview

This NOS covers the skills and knowledge for an individual to improve customer relationship.

National Occupational Standard

Unit Code	RAS / N0134
Unit Title (Task)	**Improve customer relationship**
Description	This OS describes the skills and knowledge required to improve customer relationship.
Scope	This unit applies to individuals improve customer relationship in retail operations. • Improve communication with your customers • Balance the needs of your customer and your organisation • Exceed customer expectations to develop the relationship The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope

Element	Performance Criteria
Improve communication with your customers	To be competent, the user/individual on the job must be able to: PC1. Select and use the best method of communication to meet your customers' expectations. PC2. Take the initiative to contact your customers to update them when things are not going to plan or when you require further information. PC3. Adapt your communication to respond to individual customers' feelings.
Balance the needs of your customer and your organisation	To be competent, the user/individual on the job must be able to: PC4. Meet your customers' expectations within your organisation's service offer. PC5. Explain the reasons to your customers sensitively and positively when their expectations cannot be met. PC6. Identify alternative solutions for your customers either within or outside the organisation. PC7. Identify the costs and benefits of these solutions to your organisation and to your customers. PC8. Negotiate and agree solutions with your customers which satisfy them and are acceptable to your organisation. PC9. Take action to satisfy your customers with the agreed solution.
Exceed customer expectations to develop the relationship	To be competent, the user/individual on the job must be able to: PC10. Make extra efforts to improve your relationship with your customers. PC11. Recognise opportunities to exceed your customers' expectations. PC12. Take action to exceed your customers' expectations within the limits of your own authority. PC13. Gain the help and support of others to exceed your customers' expectations.

Knowledge and Understanding (K)

A. Organizational Context (Knowledge of the	On the job the individual needs to apply knowledge of: KA1. Making best use of the method of communication chosen for dealing with customers. KA2. Negotiating effectively with customers.

company / organization and its processes)	KA3. Assessing the costs and benefits to your customer and your organisation of any unusual agreement you make. KA4. Customer loyalty and/or improved internal customer relationships to your organisation.
B. Technical Knowledge	Not Applicable
Skills (S)	
A. Core Skills/ Generic Skills	**Writing Skills,** On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	Oral Communication (Listening and Speaking skills)
	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. Professional Skills	**Decision Making**
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Plan and Organize
	On the job the individual needs to be able to: SB2. Plan and schedule routines.
	Customer Centricity
	On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.
	Problem Solving

	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.
	Analytical Thinking
	Not Applicable
	Critical Thinking
	Not Applicable

NOS Version Control

NOS Code Font:	**RAS / N0134**		
Credits(NSQF) [*OPTIONAL*	**TBD**	**Version number**	**1.0**
Industry	**Retail**	**Drafted on**	**20/04/13**
Industry Sub-sector	**B2B & B2C**	**Last reviewed on**	**26/06/15**
Occupation	**Store Operations**	**Next review date**	**27/06/16**

Back To NOS List

National Occupational Standard
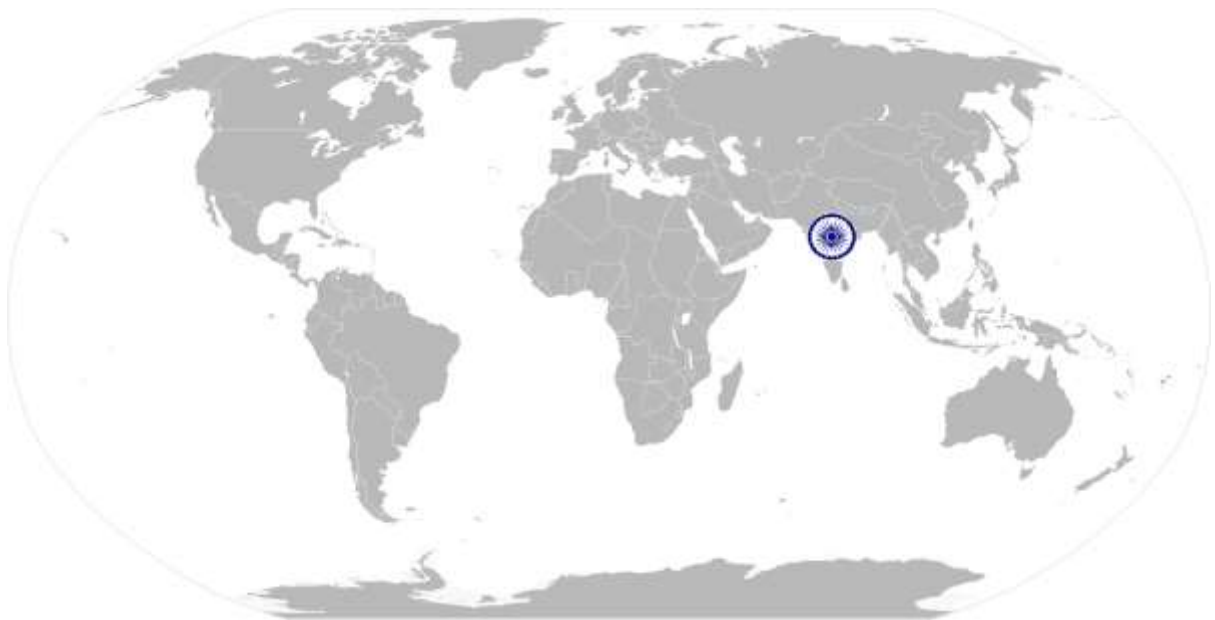
Overview

This NOS covers the skills and knowledge for an individual to monitor and solve service concerns.

National Occupational Standard

Unit Code	RAS / N0135
Unit Title (Task)	Monitor and solve service concerns
Description	This OS describes the skills and knowledge required to monitor and solve service concerns.
Scope	This unit applies to individuals to monitor and solve service concernsin retail operations. • Solve immediate customer service problems • Identify repeated customer service problems and options for solving them • Take action to avoid the repetition of customer service problems The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope	
Element	**Performance Criteria**
Solve immediate customer service problems	To be competent, the user/individual on the job must be able to: PC1. Respond positively to customer service problems following organisational guidelines. PC2. Solve customer service problems when you have sufficient authority. PC3. Work with others to solve customer service problems. PC4. Keep customers informed of the actions being taken. PC5. Check with customers that they are comfortable with the actions being taken. PC6. Solve problems with service systems and procedures that might affect customers before they become aware of them. PC7. Inform managers and colleagues of the steps taken to solve specific problems.
Identify repeated customer service problems and options for solving them	To be competent, the user/individual on the job must be able to: PC8. Identify repeated customer service problems. PC9. Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option. PC10. Work with others to select best options for solving repeated customer service problems, balancing customer expectations with needs of your organisation.
Take action to avoid the repetition of customer service problems	To be competent, the user/individual on the job must be able to: PC11. Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated. PC12. Action your agreed solution. PC13. Keep your customers informed in a positive and clear manner of steps being taken to solve any service problems. PC14. Monitor the changes you have made and adjust them if appropriate.

Knowledge and Understanding (K)	
B. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. Organisational procedures and systems for dealing with customer service problems. KA2. Organisational procedures and systems for identifying repeated customer service problems. KA3. How successful resolution of customer service problems contributes to customer loyalty with external customer & improved working relationships with service partners or internal customers. KA4. How to negotiate with and reassure customers while their problems are being solved.
B. Technical Knowledge	On the job the individual needs to apply technical knowledge of: Not Applicable

Skills (S)	
C. Core Skills/ Generic Skills	**Writing Skills,**
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	Oral Communication (Listening and Speaking skills)
	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.
D. Professional Skills	**Decision Making**
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Plan and Organize
	On the job the individual needs to be able to: SB2. Plan and schedule routines.
	Customer Centricity
	On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.
	Problem Solving
	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.

Analytical Thinking
Not Applicable
Critical Thinking
Not Applicable

NOS Version Control

NOS Code Font:	**RAS / N0135**		
Credits(NSQF)	TBD	**Version number**	**1.0**
Industry	**Retail**	**Drafted on**	**20/04/13**
Industry Sub-sector	**B2B & B2C**	**Last reviewed on**	**26/06/15**
Occupation	**Store Operations**	**Next review date**	**27/06/16**

Back To NOS List

National Occupational Standard

Overview

This NOS covers the skills and knowledge for an individual to promote continuous improvement in service.

Unit Code	RAS / N0136
Unit Title (Task)	**Promote continuous improvement in service**
Description	This OS describes the skills and knowledge required to promote continuous improvement in service.
Scope	This unit applies to individuals to Promote continuous improvement in servicein retail operations. • Plan improvements in customer service based on customer feedback • Implement changes in customer service • Review changes that promote continuous improvement in customer service The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Performance Criteria (PC) w.r.t. the Scope	
Element	**Performance Criteria**
Plan improvements in customer service based on customer feedback	To be competent, the user/individual on the job must be able to: PC1. Gather feedback from customers that will help to identify opportunities for customer service improvement. PC2. Analyse and interpret feedback to identify opportunities for customer service improvements and propose changes. PC3. Discuss with others the potential effects of any proposed changes for your customers and your organisation. PC4. Negotiate changes in customer service systems & improvements with somebody of sufficient authority to approve trial / full implementation of the change.
Implement changes in customer service	To be competent, the user/individual on the job must be able to: PC5. Organise the implementation of authorised changes. PC6. Implement the changes following organisational guidelines. PC7. Inform people inside and outside your organisation who need to know of the changes being made and the reasons for them. PC8. Monitor early reactions to changes and make appropriate fine-tuning adjustments.

National Occupational Standard

Review changes that promote continuous improvement in customer service	To be competent, the user/individual on the job must be able to: PC9. Collect and record feedback on the effects of changes. PC10. Analyse and interpret feedback and share your findings on the effects of changes with others. PC11. Summarise the advantages and disadvantages of the changes. PC12. Use your analysis and interpretation of changes to identify opportunities for further improvement. PC13. Present these opportunities to somebody with sufficient authority to make them happen.

Knowledge and Understanding (K)

C. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of: KA1. Service improvements affecting the balance between overall customer satisfaction, costs of providing service & regulatory needs. KA2. How customer experience is influenced by the way service is delivered. KA3. Collecting, analysing and presenting customer feedback. KA4. Making a business case to others to bring about change in the products or services you offer.
B. Technical Knowledge	Not Applicable

Skills (S)

A. Core Skills/ Generic Skills	**Writing Skills,**
	On the job the individual needs to be able to: SA1. Complete documentation accurately. SA2. Write simple reports when required.
	Reading Skills
	On the job the individual needs to be able to: SA3. Read information accurately. SA4. Read and interpret data sheets.
	Oral Communication (Listening and Speaking skills)
	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. Professional Skills	**Decision Making**
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.
	Plan and Organize
	On the job the individual needs to be able to: SB2. Plan and schedule routines.

Customer Centricity
On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.
Problem Solving

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

Analytical Thinking
Not Applicable
Critical Thinking
Not Applicable

NOS Version Control

NOS Code :	RAS / N0136		
Credits(NSQF)	**TBD**	**Version number**	**1.0**
Industry	Retail	**Drafted on**	20/04/13
Industry Sub-sector	**B2B & B2C**	**Last reviewed on**	26/06/15
Occupation	**Store Operations**	**Next review date**	27/06/16

Back To NOS List

National Occupational Standard

<u>**Overview**</u>

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

National Occupational Standard

Unit Code	RAS / N0137
Unit Title (Task)	**Work Effectively in a Retail Team**
Description	This OS describes the skills and knowledge required to work effectively within and with teams across a Retail environment.
Scope	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. Requirement of this role would include but not be limited to: • Interaction with team members • Cooperation with other teams • Supporting and guiding team activities The role may be performed in a range of Retail Environments such as: • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores • Distribution Centre • Shopping Mall

Performance Criteria	
Element	**Performance Criteria**
Support the work team	To be competent, the user/individual on the job must be able to: PC1. Display courteous and helpful behaviour at all times. PC2. Take opportunities to enhance the level of assistance offered to colleagues. PC3. Meet all reasonable requests for assistance within acceptable workplace timeframes. PC4. Complete allocated tasks as required. PC5. Seek assistance when difficulties arise. PC6. Use questioning techniques to clarify instructions or responsibilities. PC7. Identify and display a non discriminatory attitude in all contacts with customers and other staff members.
Maintain personal presentation	To be competent, the user/individual on the job must be able to: PC8. Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact. PC9. Follow personal hygiene procedures according to organisational policy and relevant legislation.

Develop effective work habits	To be competent, the user/individual on the job must be able to:
	PC14. Interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task.
	PC15. Interpret, confirm and act on legal requirements in regard to anti-discrimination, sexual harassment and bullying.
	PC16. Ask questions to seek and clarify workplace information.
	PC17. Plan and organise daily work routine within the scope of the job role.
	PC18. Prioritise and complete tasks according to required timeframes.
	PC19. Identify work and personal priorities and achieve a balance between competing priorities.

Knowledge and Understanding (K)

D. Organizational Context	On the job the individual needs to apply organisational knowledge of: KA1. The policies and procedures relating to the job role. KA2. The value system of the organisation. KA3. Employee rights and obligations. KA4. The reporting hierarchy and escalation matrix.
B. Technical Knowledge	On the job the individual needs to apply technical knowledge of communication and interpersonal skills to: KB1. Ask questions to identify and confirm requirements. KB2. Follow routine instructions through clear and direct communication. KB3. Use language and concepts appropriate to cultural differences. KB4. Use and interpret non-verbal communication. KB5. The scope of information or materials required within the parameters of the job role. KB6. Consequences of poor team participation on job outcomes. KB7. Work health and safety requirements.

Skills (S)

| A. Core Skills/ Generic Skills	**Writing Skills,**
	On the job the individual needs to be able to: SA1. Complete workplace documentation accurately.
	Reading Skills
	On the job the individual needs to be able to: SA2. Read and interpret workplace documentation. SA3. Read and interpret organisational policies and procedures.
	Oral Communication (Listening and Speaking skills)
	On the job the individual needs to be able to: SA4. Follow instructions accurately. SA5. Use gestures or simple words to communicate where language barriers exist. SA6. Use questioning to minimise misunderstandings. SA7. Display courteous and helpful behaviour at all times.

B. Professional Skills	Decision Making
	N/A
	Plan and Organize
	On the job the individual needs to be able to: 　　SB1. Plan and schedule time personal management.
	Customer Centricity
	On the job the individual needs to be able to: 　　SB2. Build relationships with internal and external team members.
	Problem Solving
	On the job the individual needs to be able to identify and respond to: 　　SB3. Ambiguity in directions and instructions. 　　SB4. Breakdown in relationships within the team. 　　SB5. Breakdowns in communications with other teams.
	Analytical Thinking
	On the job the individual needs to be able to: 　　N/A
	Critical Thinking
	On the job the individual needs to be able to: 　　N/A

NOS Version Control

NOS Code :	RAS / N0137		
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Back To NOS List

National Occupational Standard
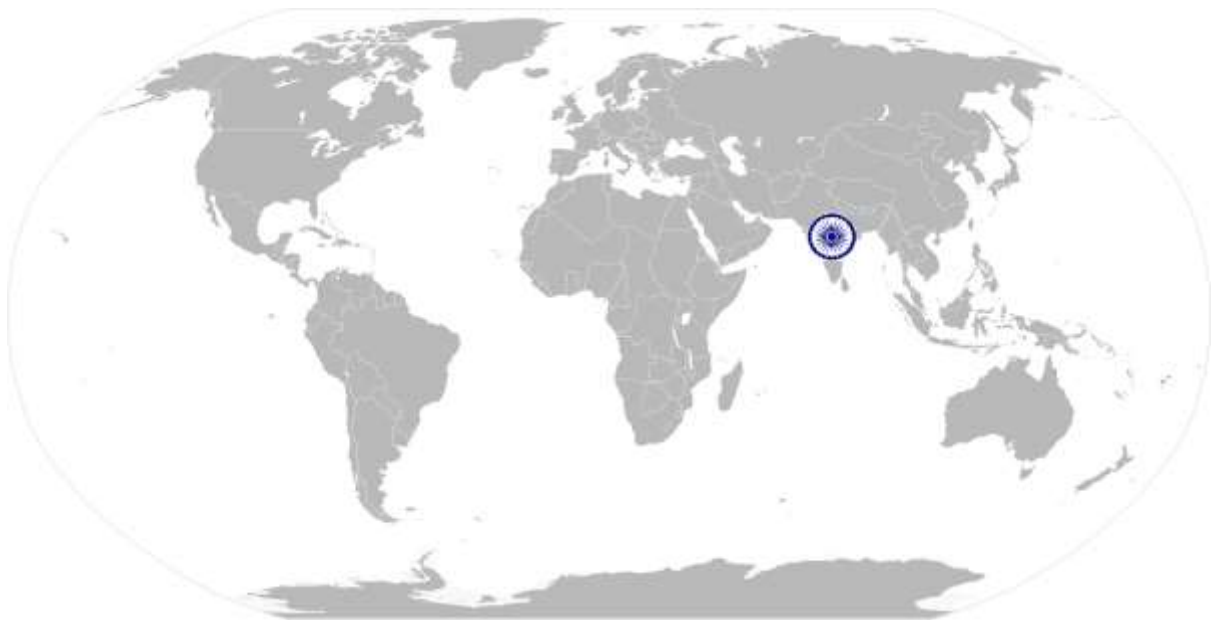
Overview

This NOS covers the skills and knowledge for an individual to work effectively in an organisation.

Unit Code	RAS / N0138
Unit Title (Task)	**Work effectively in your organisation**
Description	This OS describes the skills and knowledge required to work effectively in an organisation.
Scope	This unit applies to individuals to work effectively in an organisation in retail operations. • Support effective team working • Help plan and organise own learning • Help others learn The role may be performed in a range of Retail Operations • Department Store • Supermarket • Specialty Store • Fresh Food stores • Quick Service Food Stores

Text rotated on left margin: National Occupational Standard

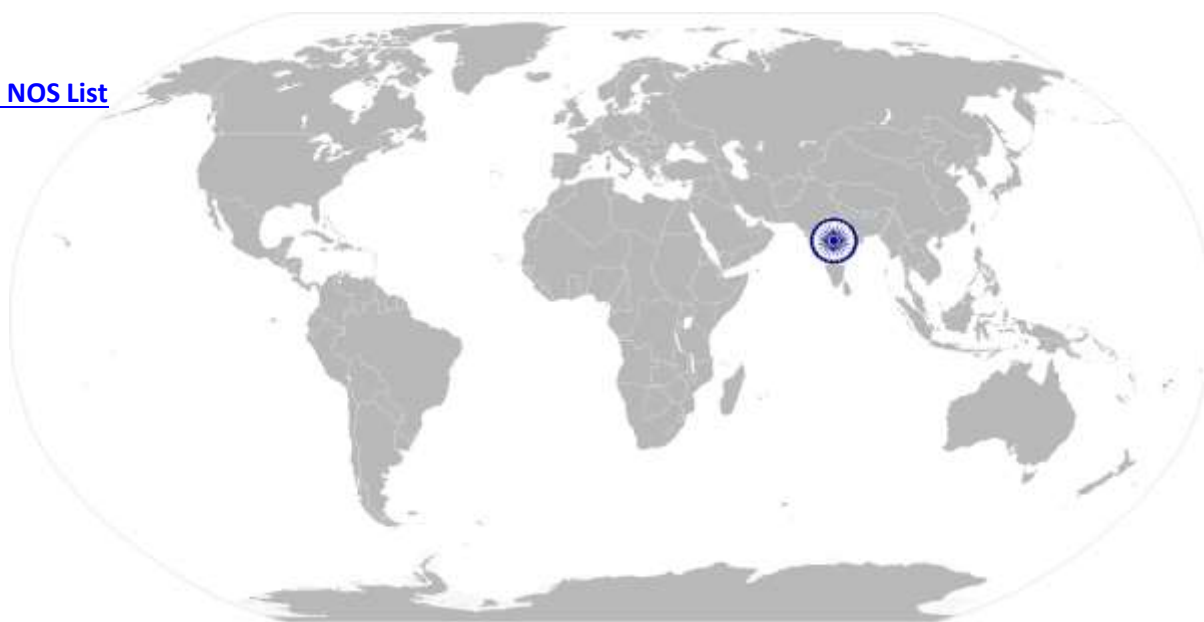| **Performance Criteria (PC) w.r.t. the Scope**	
Element	**Performance Criteria**
Support effective team working	To be competent, the user/individual on the job must be able to: PC1. Share work fairly with colleagues, taking account of your own and others' preferences, skills and time available. PC2. Make realistic commitments to colleagues and do what you have promised you will do. PC3. Let colleagues know promptly if you will not be able to do what you have promised and suggest suitable alternatives. PC4. Encourage and support colleagues when working conditions are difficult. PC5. Encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect. PC6. Follow the company's health and safety procedures as you work.
Help plan and organise own learning	To be competent, the user/individual on the job must be able to: PC7. Discuss and agree with the right people goals that are relevant, realistic and clear. PC8. Identify the knowledge and skills you will need to achieve your goals. PC9. Agree action points and deadlines that are realistic, taking account of your past learning experiences and the time and resources available for learning. PC10. Regularly check your progress and, when necessary, change the way you work. PC11. Ask for feedback on your progress from those in a position to give it, and use their feedback to improve your performance.

Help others learn	To be competent, the user/individual on the job must be able to:
	PC12. Encourage colleagues to ask you for work-related information or advice that you are likely to be able to provide.
	PC13. Notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice.
	PC14. Give clear, accurate and relevant information and advice relating to tasks and procedures.
	PC15. Explain and demonstrate procedures clearly, accurately and in a logical sequence.
	PC16. Encourage colleagues to ask questions if they don't understand the information and advice you give them.
	PC17. Give colleagues opportunities to practise new skills, and give constructive feedback.
	PC18. Check that health, safety and security are not compromised when you are helping others to learn.
Knowledge and Understanding (K)	
E. Organizational Context (Knowledge of the company / organization and its processes)	On the job the individual needs to apply knowledge of:
	KA1. Team's purpose, aims and targets.
	KA2. Responsibility for contributing to the team's success.
	KA3. Colleagues' roles and main responsibilities.
	KA4. The importance of sharing work fairly with colleagues.
	KA5. Factors that can affect your own and colleagues' willingness to carry out work, including skills and existing workload.
	KA6. The importance of being a reliable team member.
	KA7. 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.
	KA8. The importance of maintaining team morale, the circumstances when morale is likely to flag, and the kinds of encouragement and support that are likely to be valued by colleagues.
	KA9. The importance of good working relations, and techniques for removing tension between colleagues.
	KA10. The importance of following the company's policies and procedures for health and safety, including setting a good example to colleagues.
	KA11. Who can help you set goals, help you plan your learning, and give you feedback about your progress.
	KA12. Identifying the knowledge and skills you will need to achieve your goals.
	KA13. Checking your progress.
	KA14. Adjusting plans as needed to meet goals.
	KA15. Asking for feedback on progress.
	KA16. Responding positively.
	KA17. Helping others to learn in the workplace.
	KA18. Working out what skills and knowledge you can usefully share with others.
	KA19. Health, safety and security risks that are likely to arise when people are learning on the job, and how to reduce these risks.
B. Technical Knowledge	Not Applicable

Skills (S)		
C. Core Skills/ Generic Skills	**Writing Skills,**	

	On the job the individual needs to be able to:
	  SA1. Complete documentation accurately.
	  SA2. Write simple reports when required.	

	Reading Skills	

	On the job the individual needs to be able to:
	  SA3. Read information accurately.
	  SA4. Read and interpret data sheets.	

	Oral Communication (Listening and Speaking skills)	

	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.	

D. Professional Skills	**Decision Making**	
	On the job the individual needs to be able to: SB1. Make appropriate decisions regarding the responsibilities of the job role.	
	Plan and Organize	
	On the job the individual needs to be able to: SB2. Plan and schedule routines.	
	Customer Centricity	
	On the job the individual needs to be able to: SB3. Build relationships with internal and external customers.	
	Problem Solving	
	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.	
	Analytical Thinking	
	Not Applicable	
	Critical Thinking	
	Not Applicable	

NOS Version Control

NOS Code Font:	RAS / N0138		
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Back To NOS List

Criteria for Assessments for QP of a Job Role (Filled by SSCs)

Criteria for Assessment of Trainees

Job Role	Sales Associate
Qualifiaction Pack	RAS / Q0104
Sector Skill Council	Retail

Guidelines for Assessment:

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 *unique question papers for theory part for each candidate at each examination/training centre* (as per assessment criteria below)
4. Individual assessment agencies will create *unique evaluations for skill practical for every student at each examination/training centre* based on this criteria
5. To pass the Qualification Pack, every trainee should score a minimum of 70% in QP
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

Assessment outcome	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
RAS / N0114 To process credit applications for purchases	PC1. Identify the customer's needs for credit facilities.	100	15	7.5	7.5
	PC2. Clearly explain to the customer the features and conditions of credit facilities.		20	10	10
	PC3. Provide enough time and opportunities for the customer to ask for clarification or more information.		15	7.5	7.5
	PC4. Accurately fill in the documents needed to allow the customer to get credit.		20	10	10
	PC5. Successfully carry out the necessary credit checks and authorisation procedures.		15	7.5	7.5
	PC6.Promptly refer difficulties in processing applications to the right person		15	7.5	7.5
	Total	NOS Total	100	50	50
RAS / N0120 To help keep the store secure	PC1. Take prompt and suitable action to reduce security risks as far as possible, where it is within the limits of your responsibility and authority to do so.	100	15	7.5	7.5
	PC2. Follow company policy and legal requirements when dealing with security risks.		20	10	10
	PC3. Recognise when security risks are beyond your authority and responsibility to sort out, and report these risks promptly to the right person.		15	7.5	7.5
	PC4. Use approved procedures and techniques for protecting your personal safety when security risks		20	10	10

Assessment outcome	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	arise.				
	PC5. Follow company policies and procedures for maintaining security while you work.		15	7.5	7.5
	PC6.Follow company policies and procedures for making sure that security will be maintained when you go on your breaks and when you finish work		15	7.5	7.5
	Total	NOS Total	100	50	50
RAS / N0122 To help maintain healthy and safety	PC1. Follow company procedures and legal requirements for dealing with accidents and emergencies.	100	10	5	5
	PC2. Speak and behave in a calm way while dealing with accidents and emergencies.		10	5	5
	PC3. Report accidents and emergencies promptly, accurately and to the right person.		15	7.5	7.5
	PC4.Recognise when evacuation procedures have been started and following company procedures for evacuation		10	5	5
	PC1. Follow the health and safety requirements laid down by your company and by law, and encourage colleagues to do the same.		15	7.5	7.5
	PC2. Promptly take the approved action to deal with risks if you are authorised to do so.		10	5	5
	PC3. If you do not have authority to deal with risks, report them promptly to the right person.		15	7.5	7.5
	PC4. Use equipment and materials in line with the manufacturer's instructions.		15	7.5	7.5
	Total	NOS Total	100	50	50
RAS / N0125 To demonstrate products to customers	PC1. Prepare the demonstration area and check that it can be used safely.	100	15	7.5	7.5
	PC2. Check you have the equipment and products you need to give the demonstration.		15	7.5	7.5
	PC3. Explain the demonstration clearly and accurately to the customer.		20	10	10
	PC4. Present the demonstration in a logical sequence of steps and stages.		15	7.5	7.5
	PC5. Cover all the features and benefits you think are needed to gain the customer's interest.		15	7.5	7.5
	PC6.Promptly clear away the equipment and products at the end of the demonstration and connect with the customer		20	10	10
	Total	NOS Total	100	50	50
RAS / N0126 To help customers choose right products	PC1. Find out which product features and benefits interest individual customers and focus on these when discussing products.	100	10	5	5
	PC2. Describe and explain clearly and accurately		10	5	5

Assessment outcome	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	relevant product features and benefits to customers.				
	PC3. Compare and contrast products in ways that help customers choose the product that best meets their needs.		5	2.5	2.5
	PC4. Check customers' responses to your explanations, and confirm their interest in the product.		5	2.5	2.5
	PC5. Encourage customers to ask questions & respond to their questions, comments & objections in ways that promote sales & goodwill.		5	2.5	2.5
	PC6. Identify suitable opportunities to tell the customer about associated or additional products and do so in a way that promotes sales and goodwill.		5	2.5	2.5
	PC7. Constantly check the store for security, safety and potential sales whilst helping customers.		10	5	5
	PC1. Give customers enough time to evaluate products and ask questions.		10	5	5
	PC2. Handle objections and questions in a way that promotes sales and keeps the customer's confidence.		10	5	5
	PC3. Identify the need for additional and associated products and take the opportunity to increase sales.		10	5	5
	PC4. Clearly acknowledge the customer's buying decisions.		10	5	5
	PC5. Clearly explain any customer rights that apply.		5	2.5	2.5
	PC6.Clearly explain to the customer where to pay for their purchases.		5	2.5	2.5
	Total	NOS Total	100	50	50
RAS / N0127 To provide specialist support to customers facilitating purchases	PC1. Talk to customers politely and in ways that promote sales and goodwill.	100	10	5	5
	PC2. Use the information the customer gives you to find out what they are looking for.		5	2.5	2.5
	PC3. Help the customer understand the features and benefits of the products they have shown an interest in.		5	2.5	2.5
	PC4. Explain clearly and accurately the features and benefits of products and relate these to the customer's needs.		10	5	5
	PC5. Promote the products that give the best match between the customer's needs and the store's need to make sales.		5	2.5	2.5
	PC6. Spot and use suitable opportunities to promote other products where these will meet the		5	2.5	2.5

Assessment outcome	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	customer's needs.				
	PC7. Control the time you spend with the customer to match the value of the prospective purchase.		10	5	5
	PC8. Constantly check the store for safety, security and potential sales while helping individual customers.		5	2.5	2.5
	PC1. Find out if the customer is willing to see a demonstration.		5	2.5	2.5
	PC2. Set up demonstrations safely and in a way that disturbs other people as little as possible.		5	2.5	2.5
	PC3. Check you have everything you need to give an effective demonstration.		5	2.5	2.5
	PC4. Give demonstrations that clearly show the use and value of the product.		10	5	5
	PC5. Where appropriate, offer customers the opportunity to use the product themselves.		5	2.5	2.5
	PC6. Give the customer enough chance to ask questions about the products or services you are demonstrating to them.		5	2.5	2.5
	PC7. Check that the store will be monitored for security, safety and potential sales while you are carrying out demonstrations.		10	5	5
	Total	NOS Total	100	50	50
RAS / N0128 To maximise sales of goods & services	PC1. Identify promotional opportunities and estimate their potential to increase sales.	100	15	7.5	7.5
	PC2. Identify promotional opportunities which offer the greatest potential to increase sales.		10	5	5
	PC3. Report promotional opportunities to the right person.		15	7.5	7.5
	PC4. Fill in the relevant records fully and accurately		15	7.5	7.5
	PC1. Tell customers about promotions clearly and in a persuasive way.		10	5	5
	PC2. Identify and take the most effective actions for converting promotional sales into regular future sales.		15	7.5	7.5
	PC3. Gather relevant and accurate information about the effectiveness of promotions, and communicate this information clearly to the right person.		10	5	5
	PC4. Record clearly and accurately the results of promotions		10	5	5
	Total	NOS Total	100	50	50
RAS / N0129 To provide	PC1. Use available information in the client records to help you prepare for consultations.	100	5	2.5	2.5

Assessment outcome	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
personalised sales & post-sales service support	PC2. Before starting a consultation, check that the work area is clean and tidy and that all the equipment you need is to hand.		5	2.5	2.5
	PC3. Quickly create a rapport with the client at the start of the consultation.		5	2.5	2.5
	PC4. Talk and behave towards the client in ways that project the company image effectively.		10	5	5
	PC5. Ask questions that encourage the client to tell you about their buying needs, preferences and priorities.		5	2.5	2.5
	PC6. Where appropriate, tactfully check how much the client wants to spend.		5	2.5	2.5
	PC7. Explain clearly to the client the features and benefits of the products or services you are recommending and relate these to the client's individual needs.		10	5	5
	PC8. Identify suitable opportunities to sell additional or related products or services that are suited to the client's needs.		5	2.5	2.5
	PC9. Make recommendations to the client in a confident and polite way and without pressurising them.		5	2.5	2.5
	PC10. Pace client consultations so you make good use of your selling time while maintaining good relations with the client.		5	2.5	2.5
	PC11.Meet your company's customer service standards in your dealings with the client.		5	2.5	2.5
	PC1. Follow the company's procedures for keeping client records up-to-date.		5	2.5	2.5
	PC2. Record client information accurately and store it in the right places in your company's system.		5	2.5	2.5
	PC3. Keep client information confidential and share it only with people who have a right to it.		5	2.5	2.5
	PC4. Keep to clients' wishes as to how and when you may contact them.		10	5	5
	PC5. Follow your company's policy and procedures for contacting clients.		5	2.5	2.5
	PC6.Where you cannot keep promises to clients, tell them promptly and offer any other suitable products or services.		5	2.5	2.5
	Total	NOS Total	100	50	50
RAS / N0130 To create a positive image of self & organisation in the customers mind	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		10	5	5

Assessment outcome	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	that makes them feel valued and respected.				
	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.		10	5	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		5	2.5	2.5
	Total	NOS Total	100	50	50
RAS / N0132 To resolve customer concerns	PC1. Identify the options for resolving a customer service problem.	100	10	5	5
	PC2. Work with others to identify and confirm the options to resolve a customer service problem.		10	5	5
	PC3. Work out the advantages and disadvantages of each option for your customer and your organisation.		10	5	5
	PC4. Pick the best option for your customer and your organisation.		10	5	5
	PC5. Identify for your customer other ways that problems may be resolved if you are unable to help		10	5	5
	PC1. Discuss and agree the options for solving the problem with your customer.		10	5	5
	PC2. Take action to implement the option agreed with your customer.		5	2.5	2.5

Assessment outcome	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	PC3. Work with others and your customer to make sure that any promises related to solving the problem are kept.		5	2.5	2.5
	PC4. Keep your customer fully informed about what is happening to resolve problem.		10	5	5
	PC5. Check with your customer to make sure the problem has been resolved to their satisfaction.		10	5	5
	PC6.Give clear reasons to your customer when the problem has not been resolved to their satisfaction		10	5	5
	Total	NOS Total	100	50	50
RAS / N0133 To organise the delivery of reliable service	PC1. Plan, prepare and organise everything you need to deliver a variety of services or products to different types of customers.	100	5	2.5	2.5
	PC2. Organise what you do to ensure that you are consistently able to give prompt attention to your customers.		5	2.5	2.5
	PC3.Reorganise your work to respond to unexpected additional workloads		5	2.5	2.5
	PC1. Maintain service delivery during very busy periods and unusually quiet periods and when systems, people or resources have let you down.		10	5	5
	PC2. Consistently meet your customers' expectations.		10	5	5
	PC3. Balance the time you take with your customers with the demands of other customers seeking your attention.		5	2.5	2.5
	PC4. Respond appropriately to your customers when they make comments about the products or services you are offering.		10	5	5
	PC5. Alert others to repeated comments made by your customers.		5	2.5	2.5
	PC6. Take action to improve the reliability of your service based on customer comments.		5	2.5	2.5
	PC7.Monitor whether the action you have taken has improved the service you give to your customers.		10	5	5
	PC1. Record and store customer service information accurately following organisational guidelines.		5	2.5	2.5
	PC2. Select and retrieve customer service information that is relevant, sufficient and in an appropriate format.		10	5	5
	PC3. Quickly locate information that will help solve a customer's query.		5	2.5	2.5
	PC4.Supply accurate customer service information to others using the most appropriate method of		10	5	5

Assessment outcome	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	communication				
	Total	NOS Total	100	50	50
RAS / N0134 To improve customer relationship	PC1. Select and use the best method of communication to meet your customers' expectations.	100	10	5	5
	PC2. Take the initiative to contact your customers to update them when things are not going to plan or when you require further information.		5	2.5	2.5
	PC3.Adapt your communication to respond to individual customers' feelings		10	5	5
	PC1. Meet your customers' expectations within your organisation's service offer.		5	2.5	2.5
	PC2. Explain the reasons to your customers sensitively and positively when their expectations cannot be met.		10	5	5
	PC3. Identify alternative solutions for your customers either within or outside the organisation.		5	2.5	2.5
	PC4. Identify the costs and benefits of these solutions to your organisation and to your customers.		10	5	5
	PC5.Negotiate and agree solutions with your customers which satisfy them and are acceptable to your organisation		5	2.5	2.5
	PC6.Take action to satisfy your customers with the agreed solution		5	2.5	2.5
	PC1. Make extra efforts to improve your relationship with your customers.		5	2.5	2.5
	PC2. Recognise opportunities to exceed your customers' expectations.		10	5	5
	PC3. Take action to exceed your customers' expectations within the limits of your own authority.		10	5	5
	PC4.Gain the help and support of others to exceed your customers' expectations		10	5	5
	Total	NOS Total	100	50	50
RAS / N0135 To monitor and solve service concerns	PC1. Respond positively to customer service problems following organisational guidelines.	100	10	5	5
	PC2. Solve customer service problems when you have sufficient authority.		5	2.5	2.5
	PC3. Work with others to solve customer service problems.		5	2.5	2.5
	PC4. Keep customers informed of the actions being taken.		10	5	5
	PC5. Check with customers that they are		5	2.5	2.5

Assessment outcome	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	comfortable with the actions being taken.				
	PC6. Solve problems with service systems and procedures that might affect customers before they become aware of them.		5	2.5	2.5
	PC7.Inform managers and colleagues of the steps taken to solve specific problems		5	2.5	2.5
	PC1. Identify repeated customer service problems.		5	2.5	2.5
	PC2. Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option.		10	5	5
	PC3.Work with others to select best options for solving repeated customer service problems, balancing customer expectations with needs of your organisation		5	2.5	2.5
	PC1. Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated.		5	2.5	2.5
	PC2. Action your agreed solution.		10	5	5
	PC3. Keep your customers informed in a positive and clear manner of steps being taken to solve any service problems.		10	5	5
	PC4.Monitor the changes you have made and adjust them if appropriate		10	5	5
	Total	NOS Total	100	50	50
RAS / N0136 To promote continuous improvement in service	PC1. Gather feedback from customers that will help to identify opportunities for customer service improvement.	100	10	5	5
	PC2. Analyse and interpret feedback to identify opportunities for customer service improvements and propose changes.		5	2.5	2.5
	PC3. Discuss with others the potential effects of any proposed changes for your customers and your organisation.		5	2.5	2.5
	PC4.Negotiate changes in customer service systems & improvements with somebody of sufficient authority to approve trial / full implementation of the change.		10	5	5
	PC1. Organise the implementation of authorised changes.		5	2.5	2.5
	PC2. Implement the changes following organisational guidelines.		5	2.5	2.5
	PC3. Inform people inside and outside your organisation who need to know of the changes being made and the reasons for them.		10	5	5
	PC4.Monitor early reactions to changes and make		5	2.5	2.5

Assessment outcome	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	appropriate fine-tuning adjustments.				
	PC1. Collect and record feedback on the effects of changes.		10	5	5
	PC2. Analyse and interpret feedback and share your findings on the effects of changes with others.		5	2.5	2.5
	PC3. Summarise the advantages and disadvantages of the changes.		10	5	5
	PC4. Use your analysis and interpretation of changes to identify opportunities for further improvement.		10	5	5
	PC5.Present these opportunities to somebody with sufficient authority to make them happen		10	5	5
	Total	NOS Total	100	50	50
RAS / N0137 To work effectively in your team	PC1. Display courteous and helpful behaviour at all times.	100	10	5	5
	PC2. Take opportunities to enhance the level of assistance offered to colleagues		5	2.5	2.5
	PC3. Meet all reasonable requests for assistance within acceptable workplace timeframes.		5	2.5	2.5
	PC4.Complete allocated tasks as required		5	2.5	2.5
	PC5. Seek assistance when difficulties arise.		5	2.5	2.5
	PC6.Use questioning techniques to clarify instructions or responsibilities		10	5	5
	PC7. Identify and display a non discriminatory attitude in all contacts with customers and other staff members		5	2.5	2.5
	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.		10	5	5
	PC2. Interpret, confirm and act on legal requirements in regard to anti-		5	2.5	2.5
	PC3. Ask questions to seek and clarify workplace information.		10	5	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.		5	2.5	2.5
	PC6.Identify work and personal priorities and achieve a balance between competing priorities.		5	2.5	2.5
	Total	NOS Total	100	50	50

Assessment outcome	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
RAS / N0138 To work effectively in your organisation	PC1. Share work fairly with colleagues, taking account of your own and others' preferences, skills and time available.	100	5	2.5	2.5
	PC2. Make realistic commitments to colleagues and do what you have promised you will do.		5	2.5	2.5
	PC3. Let colleagues know promptly if you will not be able to do what you have promised and suggest suitable alternatives.		5	2.5	2.5
	PC4. Encourage and support colleagues when working conditions are difficult.		5	2.5	2.5
	PC5. Encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect.		5	2.5	2.5
	PC6.Follow the company's health and safety procedures as you work.		5	2.5	2.5
	PC1. Discuss and agree with the right people goals that are relevant, realistic and clear.		5	2.5	2.5
	PC2. Identify the knowledge and skills you will need to achieve your goals.		5	2.5	2.5
	PC3. Agree action points and deadlines that are realistic, taking account of your past learning experiences and the time and resources available for learning.		5	2.5	2.5
	PC4. Regularly check your progress and, when necessary, change the way you work.		5	2.5	2.5
	PC5.Ask for feedback on your progress from those in a position to give it, and use their feedback to improve your performance		5	2.5	2.5
	PC1. Encourage colleagues to ask you for work-related information or advice that you are likely to be able to provide.		5	2.5	2.5
	PC2. Notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice.		5	2.5	2.5
	PC3. Give clear, accurate and relevant information and advice relating to tasks and procedures.		10	5	5
	PC4. Explain and demonstrate procedures clearly, accurately and in a logical sequence.		5	2.5	2.5
	PC5. Encourage colleagues to ask questions if they don't understand the information and advice you give them.		5	2.5	2.5
	PC6. Give colleagues opportunities to practise new skills, and give constructive feedback.		5	2.5	2.5
	PC7. Check that health, safety and security are not compromised when you are helping others to learn.		10	5	5
	Total	NOS Total	100	50	50

Assessment outcome	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
		QP Total	100	50	50

Training to be conducted in the 1st phase for Blindness (Visually Impaired), Low vision (Visually Impaired), Speech and Hearing Disability (Hearing Impaired), Locomotor Disability/Orthopedically challenged
Suitable for Speech and Hearing Disability (Hearing Impaired) and Locomotor Disability/Orthopedically challenged

Skill Council for Persons with Disability

Expository for Sales Associate RAS / Q0104

TRAINING TOOLS

Training Tools mentioned below, are Accessible Tools/Appliances/Software, which make it possible for PwDs to carry out the training corresponding to the National Occupational Standards (NOS) mentioned in the Qualification Pack – RAS/Q0104. While the learning outcomes from the Qualification Pack will remain the same, the methodologies stated below will assist the Trainer to train the Trainee in a way, which is best suited to him/her. These Accessible Tools/Appliances/Software will act like an aid for the Trainee to achieve goals mentioned in the National Occupational Standards which, because of his/her disability, the trainee was unable to achieve. These tools enable PwDs to personalize their learning experiences to help meet their needs and preferences towards the Qualification Pack encompassing all the NOSs. These training tools complement and support the efforts of PwD to further accessibility in the Training Environment. The Trainer, either in combination or isolation, can use these tools for the following NOS:

NOS CODE	NOS
RAS / N0114	To process credit applications for purchases
RAS / N0120	To help keep the store secure
RAS / N0122	To help maintain healthy and safety
RAS / N0125	To demonstrate products to customers
RAS / N0126	To help customers choose right products
RAS / N0127	To provide specialist support to customers facilitating purchases
RAS / N0128	To maximize sales of goods & services
RAS / N0129	To provide personalized sales & post-sales service support
RAS / N0130	To create a positive image of self & organization in the customers mind
RAS / N0132	To resolve customer concerns
RAS / N0133	To organize the delivery of reliable service

RAS / N0134	To improve customer relationship
RAS / N0135	To monitor and solve service concerns
RAS / N0136	To promote continuous improvement in service
RAS / N0137	To work effectively in your team
RAS / N0138	To work effectively in your organization

For Training People with Blindness (Visually Impaired)

Accessible Tools/Appliances /Software	When to use this Tool	Tool Description	How to use this Tool	Tool Names
Optical Character Recognition (OCR)	While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in reading printed text, then this tool can be used. Persons with Blindness (Visually Impaired) can use this tool in all situations. This tool may not read handwritten documents efficiently.	OCR technology helps to convert the printed document into soft copy. This soft copy can be read using separate text to speech software, thus enabling a visually impaired person comprehend the same.	A desktop or laptop is required where the software can be installed. The device needs to also be attached to the system	• ClearView+ Speech ZoomEx • Kurzweil, • ABBY Fine Reader • Tesseract
Screen Reader	While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in reading, then he/she uses this tool when the printed text needs to be converted into audio format, while using an e – device with a screen to read and write. Eg Laptop, Phone	A screen reader is an essential piece of software for a blind or visually impaired person. Simply put, a screen reader transmits whatever text is displayed on the computer screen into audio. By listening to the same a visually impairedpersoncan work on the computer independently.	Requires a PC or laptop which runs on either Windows or OS or Linux	• Non Visual Desktop Access (NVDA), • Job Access with Speech (JAWS), • System Access to Go (SATAGO), • Voiceover, • Talkback, • Nuance Talks and Mobile Speak, • ORCA • Dolphin Supernova

Accessible Tools/Appliances /Software	When to use this Tool	Tool Description	How to use this Tool	Tool Names
Accessible Format Digital System	While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in reading, then he/she can use this tool is used to digitize published material (digital talking). Persons with Blindness (Visually Impaired) can use this tool in all situations.	DAISY (Digital Accessible Information System), a software player that renders text, audio and embedded images for the blind. This software is a combination of a published text to digital text converter and a text to speech software, all in one. The visually impaired can use this to read published material.	Requires a PC or Laptop which runs on either Windows or OS or Linux	• DAISY
Braille	While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in reading, then he/she can use this tool. The tool can be recommended on a case-by-case basis. It is used for feeling and identifying items.	It is a tactile writing system used by the blind and the visually impaired. It is traditionally written with embossed paper. Braille-users can read and write Braille with the Braille slates and stylus. Braille script can be written in all the languages. A visually impaired person can touch and comprehend these braille texts and therefore read material published using the same. This requires knowledge of the Braille Language.	Braille slates and stylus. The person should know Braille literature.	NA
Refreshable Braille Display	While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in reading/seeing, then he/she can use this tool.It is used for taking notes on Braille without paper usage.

The tools can be recommended on a case-by-case basis. | Braille displays enable people who are blind or deaf-blind to operate any computer. The visually impaired person can take notes on the computer in Braille language using tactile/ Braille friendly keyboard. | Attached to a computer with the screen reading software. | • Focus 40/80
Seika |

Accessible Tools/Appliances /Software	When to use this Tool	Tool Description	How to use this Tool	Tool Names
White cane (folding or non-folding)	While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in reading/seeing, then he/she can use this tool. Persons with Blindness (Visually Impaired) can use this tool in all situations.	Devices for navigation or identification of the surroundings used by a person with a visual impairment. The visually impaired person can point the cane out to sense the walking surface and objects in the vicinity. This will help them maneuver with efficiency and avoid any accidents.	Needs to be purchased locally.	NA
Electronically augmented canes	While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in reading/seeing, then he/she can use this tool. Persons with Blindness (Visually Impaired) can use this tool in all situations.	Narrow beams of laser light are projected from the cane send acoustic signals when obstacles are detected at head height The visually impaired person can sense these signals and maneuver with caution to avoid accidents.	Needs to be purchased locally.	NA

Activity	Activity Type	When to use Activity	Activity Description	How to use tool	Activity tool
Environmental Adaptability	Display Cards	The tools can be recommended on a case-by-case basis. It is used for feeling and identifying items.	These cards have Braille inscribed in them for reading. A visually impaired person can touch and comprehend these braille texts and therefore read material published using the same. This requires knowledge of the Braille Language.	Needs to be purchased locally.	NA
	Tactile	It is used to create a 3D demo of a 2D image. It can be recommended to all Blindness (Visually Impaired) candidates on a case-by-case basis.	Tactile is used to get the visualization of the visuals (model or 3d images) by touch and feel. Tactile stickers or diagrams are used to get the visualization of things like computer screen or any outline by touch and feel.Tactile markers are also used to differentiate the things. A visually impaired person can touch and comprehend these and therefore differentiate things or comprehend messages.	Needs to be prepared using the locally available stickers or bindis and other materials.	• Tactile diagrams • Tactile stickers • Tactile flooring Tactile marks to identify various things/devices/ Spots • Bindi and other stickers used to provide tactile feeling to differentiate items.
Environmental Adaptability	Tactile paving	It can be recommended for training to all candidates with Blindness (Visually Impaired).	Tactile warnings providing distinctive surface pattern detectable by cane or underfoot used to alert people with visual impairments of approach to streets and hazardous drop-offs. The visually impaired person can feel the surface using the cane and avoid accidents.	The item can either be purchased or made by a person and then stuck to the floor.	NA
Sensitization of the Trainer	Consider in future (with	It can be recommended	The trainer should understand how Persons	Trainer should undergo	COMMUNICATION • hand gestures

Activity	Activity Type	When to use Activity	Activity Description	How to use tool	Activity tool
	appropriate technology)	for training to all candidates with Blindness (Visually Impaired).	with Disability (PwD) do different activities, Gain Knowledge of disability, assistive aids. Learn to assess candidates (before training) Create an inclusive training environment and training material. The trainer must have video clippings of each and every aid in use and must know the specifications of where to get and how to get as well as knowledge/information on where to get the repairs done if required. This will equip the visually impaired person with adequate information of the various assistive aids available and their usage. This will also create a positive and conducive environment that fosters effective learning.	training with specific disabilities and should be able to change his/her approach according to the needs of the student. She/he should be able to provide multisensory input, keeping in mind the learning style of the student.	• touch sensitivity BEHAVIOUR • sensitivity • patience • customized approach to students

For Training People with Low Vision

Accessible Tools/Appliances/ Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Optical Character Recognition (OCR)	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing printed text, then he/she can use this tool. It is mandatory to use this tool for persons with LV	OCR technology helps to convert the printed document into soft copy through which a visually impaired can read the same	The device is attached to the system. Requires a PC or laptop which runs on either Windows or Linux	• ClearView + Speech • ZoomEx, • Kurzweil, • ABBY Fine Reader, • Tesseract
Screen Reader	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing printed text, then he/she can use this tool. A person with LV uses this tool when the printed text needs to be converted into audio format, while using an e – device with a screen to read and write. Eg Laptop, Phone	A screen reader is an essential piece of software for a visually impaired person. A screen reader transmits whatever text is displayed on the computer screen into audio. By listening to the same a person with vision impairment can work on the computer independently.	The device is attached to the E - Device. Requires a PC or laptop, Phone which runs on either Windows or Linux	• Non Visual Desktop Access (NVDA), • Job Access with Speech (JAWS), • System Access to Go(SATAGO), • Voiceover, • Talkback, • Nuance Talks and Mobile Speak, • ORCA
Screen Magnifications	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It is used when an LV person needs to access text formats, graphics and images for reading and writing.	A screen magnifier is software that interfaces with a computer's graphical output to present enlarged screen content. It is a type of assistive technology suitable for visually impaired people with some functional vision.	Installed to Windows Computer	• Windows Magnifier • Magic Screen Magnification • Zoom Text

Accessible Tools/Appliances/ Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Screen Reader and Magnifier	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It is used when an LV person needs to access the matter on screen in order to use in audio and magnified format simultaneously.	This tool helps in reading smaller words which are difficult for the eye to capture	Installed to Windows Computer	• Supernova Screen Reader and Magnifier
Accessible Format Digital System	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It is highly recommended for all degrees of visual impairment. it is used to read any soft copy material.	DAISY (Digital Accessible Information System), a software player that renders text, audio and embedded images for the blind	Requires a Pc or Laptop which runs on either Windows or Linux Inbuilt on a Windows system.	• DAISY
Ease of Access Center	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It is used for functions described in a limited manner.	Has many tools like on screen magnifier, color contrast (high contrast themes for color blind or low vision), sticky keys, on-the screen keyboard, mouse pointer settings, speech recognition, etc.	Requires a Pc or Laptop which runs on either Windows or Linux Inbuilt on a Windows system.	Technology is the tool

Accessible Tools/Appliances/ Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Video Magnifiers	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It can be recommended for LV candidates, who have functional vision to read documents of 3-4 pages. It is used to magnify the object with an additional benefit to create contrasts in colours.	A video magnifier has device a video camera to display a magnified image on its display. Video Magnifiers are used by people with Low vision (Visually Impaired)to help with reading and writing difficulties caused by visual impairments	Hand held device	• Onyx • Topaz • Prisma • Optelec
Adapted key board in colour contrast	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. Can be used by LV candidates, however but not an essential tool.	This aid is useful for people with Low vision (Visually Impaired)as there is contrast in colour and large keys	Must be purchased.	Technology is the tool
Braille	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. The tools can be recommended on a case-by-case basis. It is used for feeling and identifying items.	It is a tactile writing system used by the blind and the visually impaired. It is traditionally written with embossed paper. Braille-users can read and write Braille with the Braille slates and stylus. Braille script can be written in all the languages	Braille slates and stylus. The person should know the Braille literature.	Technology is the tool

Accessible Tools/Appliances/ Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Electronic Braille Embossers	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It is used by the Trainer to create embossed study material for trainees	Hardware printer used to print Braillebooks and other materials in Braille	Attached to a computer with the screen reading software.	
Refreshable Braille Display	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It is used for taking notes on Braille without paper usage. The tools can be recommended on a case-by-case basis.	Braille displays enable people who are blind or deaf-blind to operate any computer		Technology is the tool
Hand Held General Magnifier	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It can be recommended for LV candidates, who have functional vision to read minimal text. It helps in reading and writing by magnifying objects.	Helps a person with Low vision (Visually Impaired)to see magnified images/written materials	Handheld Magnifier	

Accessible Tools/Appliances/ Software	When to use this tool	Tools Description	How to use this tool	Tool Names
E-Book Reader	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It can be recommended for LV candidates, who have functional vision to read from computer screens. It helps them to read e books in a magnified manner.	Helps in reading books/magazines/newspapers with various options such as zoom and backlight	Handheld E book reader	Kindle Paper White/I Pad
Smart Phone with Android/IOS Technology	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It is most the effective and accessible option to access info, when on the go. It can be recommended to LV candidates who are comfortable using touch phones.	Well known for its accessibility features such as talk back, good touch, zoom facility etc. They also provide clarity in view with its HD Displays Helps in improving ones reading ability	Hand held device	• Android/IOS Technology is best known for accessibility for persons with low vision
Voice Recorder	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It is used during meetings, classes and conferences. It can be recommended for all LV candidates, irrespective of their functional vision.	Equipped with facilities of long hour recording, data transfer into computer/laptop and talking facility. Can be used for educational and employment purposes of persons with low vision	Handheld device	• Angel Player/I-Pods etc.

Accessible Tools/Appliances/ Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Low vision helping aids	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. Used for basic calculations and maths. Used for signatures. It can be recommended for all LV candidates, irrespective of their functional vision.	Helps in solving basic mathematical problems, signing documents/cheques etc. in a defined area without any hassle	Hand held devices	• Talking calculator • Signature Guide • Wrist watches-Tata
Table Lamps	It can be recommended for all LV candidates, who have good functional vision to read.	Good quality table lamps-with yellow and white light options. Contributes quality to the reading and writing needs of a person with Low vision (Visually Impaired)(central vision in place) to read print material	Hand held Device, available locally	• General table lamp
Magnifying glass	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It can be recommended for all LV candidates, who have good functional vision to read.	It is a lens that produces an enlarged image.	convex lens that is used to produce a magnified image of an object	Technology is the tool
Keyboard	Can be used by LV candidates, however but not an essential tool needed for effective typing tasks.	Large Black Print on Yellow Keys	Attached to a computer.	Technology is the tool

Accessible Tools/Appliances/ Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Tactile Material	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in seeing surroundings , then he/she can use this tool. It is used to crate a 3D demo of a 2D image. It can be recommended to all LV candidates on a case-by-case basis.	Tactile is used to get the visualization of the visuals (model or 3d images) by touch and feel. Tactile stickers or diagrams are used to get the visualization of things like computer screen or any outline by touch and feel. Tactile markers are also used to differentiate the things.	Needs to be prepared using locally available stickers or bindis and other materials.	• Tactile diagrams, • Tactile stickers, • Tactile flooring, • Tactile marks to identify various things/devices/spots Bindi and other stickers used to provide tactile feeling to differentiate items.
Stationary: registers, pens etc.	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It can be recommended to all LV candidates irrespective of their degree of vision.	White Papers with thick black coloured lines so that distance between two lines can be identified easily, black sign pens could help in writing big font and with brightness	To be procured locally	Technology is the tool

Activity	Activity Type	When to use Activity	Activity Description	How to use tool	Activity tool
Environmental Adaptability	Reading Notes for Reference	It can be recommended for all LV candidates, who have good functional vision to read.	Any reference material should be in bold and big font, above 20 generally for the reading of a person with Low vision (Visually Impaired)(central vision in place)	To be procured locally	NA
Environmental Adaptability	Surrounding level of light	It can be recommended to all LV candidates irrespective of their degree of vision but may vary on a case to case basis.	There should be enough lighting provision everywhere including in lifts too, though modern lifts have the talking facility, the display board showing the numbers should be back lit in white with good contrast and big fonts of numbers of floor.

Dim light contributes a lot to the pain of a person with Low vision (Visually Impaired)e.g. movie halls, restaurants, lifts, training rooms, conference rooms and all those places where there is no sun light. | Bulbs, tube lights can be purchased or switched on in case of buildings if available. | NA |

Activity	Activity Type	When to use Activity	Activity Description	How to use tool	Activity tool
	Enhanced contrast stickers	It can be recommended to all LV candidates irrespective of their degree of vision.	Stickers which enhance black & white contrast used to assisting persons with contrast sensitivity deficit to identify home / workplace obstacles	To be procured locally	NA
Environmental Adaptability	Floors	It can be recommended to all LV candidates irrespective of their degree of vision but may vary on a case to case basis.	The floor in contrast could lead to independent movement of a person with low vision. If we can provide a line on the floor leading to different directions in a different contrast than the floor colour, person with Low vision (Visually Impaired)can reach different places following the line in contrast e.g. tactile in metro stations withyellowwith railing in the contrast.	Adaptation to be done on floors	NA

Activity	Activity Type	When to use Activity	Activity Description	How to use tool	Activity tool
	Stair Cases & Ramps	It can be recommended to all LV candidates irrespective of their degree of vision impairment but may vary on a case to case basis.	Stairs can be white in colour but the centre part of the stairs can be painted in red/black or yellow for a person with Low vision (Visually Impaired)to identify the slope of the stairs easily. Every staircase should have a side ramp with the same contrast as given for the staircase along with contrasting colour of railing.	Adaptation required for staircases, ramps and side railings for better access by person with low vision	NA
Environmental Adaptability	Signage Boards	It can be recommended to all LV candidates irrespective of their degree of vision Impairment.	Should have back light (white), all the text and images must be of good contrast (black and white, white and black, dark blue on white, dark red on white etc.) and in big font like room numbers, toilet distinction-male, female, name of the wings/blocks are a few examples.	Any place where signage are used. Eg. toilets, training rooms, conference rooms, canteens etc.	NA

For training people with Speech and Hearing Disability (Hearing Impaired)

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Live Captions	While teaching any of the NOS'S mentioned above, if it is seen that a HI person has difficulty hearing conversations, audio recorded voices, then he/she can use this tool. It is preferable to have an interpreter for such meetings as literacy levels of hearing and speech impaired youth in the country are very poor-hence reading and comprehension will be extremely difficult for such people.	A person will be transcribing what is spoken in the meetings and functions to include a person with hearing impairment by placing a request via internet. The spoken conversation is converted to text.	There are captioning companies to provide the service. In the training environment and meetings one can volunteer. The person with Speech and Hearing Disability (Hearing Impaired) should be able to understand the written language.	• Assistive Aid/Service • Ai-Live • Captions First • Captions 2020
Closed Captions	While teaching any of the NOS'S mentioned above, if it is seen that a HI person has difficulty hearing conversations, audio recorded voices, then he/she can use this tool. This would work the best for HI persons and is being done across the world to make barrier free communication.	Closed captioning (CC) and subtitling are both processes of displaying text on a television, video screen, or other visual display to provide additional or interpretive information.	Can be used to pre-record videos and audios to make the person with Speech and Hearing Disability (Hearing Impaired) understand the same audio by reading the caption or subtitle.	Technology is the tool
Speech to Text	While teaching any of the NOS'S mentioned above, if it is seen that a HI person has difficulty hearing conversations, audio recorded voices, then he/she can use this tool. This tool is to be recommended based on the literacy level of the Hearing impaired candidate.	Converts speech into text. This can be used by a person who does not know sign language, which will help in communication with a person with speech and Speech and Hearing Disability (Hearing Impaired).	Trainer or team member can use this instead of typing. The person with hearing or speech impairment should be able to read. The accuracy of many accents needs to be taken into consideration.	• Assistive Aid/Service • Closed Capp • Lets Talk • Google Now for Android, • Siri for Apple IOS
Assistive Listening Device	While teaching any of the NOS'S mentioned above, if	Converser assistive listening device	Used in the meetings, class room and other	Technology is the tool

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
	it is seen that a HI person has difficulty hearing conversations, audio recorded voices, then he/she can use this tool. The tool can be recommended for all hearing impaired persons, depending on affordability of the candidate.	which helps for people with mild to moderate Speech and Hearing Disability (Hearing Impaired) who uses hearing aid.	places where one cannot listen properly.	
Cochlear implants	While teaching any of the NOS'S mentioned above, if it is seen that a HI person has difficulty hearing conversations, audio recorded voices, then he/she can use this tool. The implant works on children especially during the critical years when the brain is yet learning and growing so that they can be taught to understand sound and articulate the same and then get integrated in mainstream schools. It will not work for Adult hearing impaired persons	A cochlear implant is an electronic medical device that replaces the function of the damaged inner ear. Unlike hearing aids, which make sounds louder, cochlear implants do the work of damaged parts of the inner ear (cochlea) to provide sound signals to the brain.	The instrument needs to be purchased for use.	Technology is the Tool
BTE hearing aids	While teaching any of the NOS'S mentioned above, if it is seen that a HI person has difficulty hearing conversations, audio recorded voices, then he/she can use this tool. The tool can be recommended for a young person/child.	The sound from the instrument is routed acoustically o r electrically to the ear.	The instrument needs to be purchased for use.	Technology is the Tool

Activity	Activity Type	When to use Activity	Activity Description	How to use tool	Activity tool
Sensitization of the Trainer	Sign Language	Hearing impaired persons are naturally inclined to this visual language and are natural 'signers'. This is yet the best method to make all kind of trainings /meetings /services accessible to him/her.	Signs or gestures are used to communicate instead of verbal communication.	Both the parties need to know the sign language. In the training setup better to have a sign language interpreter.	NA
Environmental Adaptability	Pictorial/Diagrammatic Communication Chart	Useful tool for learning and during training days. Can be recommended to all hearing impaired persons.	Helps a speech impaired to communicate specific things using written language and pictures. A person with Speech and Hearing Disability (Hearing Impaired) can use set of options while communicating with the customer.	Need to be prepared based on the requirement and the environment.	NA
Environmental Adaptability	Hearing loop	It can be used for hearing impaired persons during meetings, events etc.	The hearing loop provides a magnetic, wireless signal that is picked up by the hearing aid when it is set to 'T' (Telecoil) setting.	The instruments need to be purchased.	NA

For Training People with Locomotor Disability/Orthopedically challenged

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Ease of Access Center	While teaching any of the NOS'S mentioned above, if it is seen that a LD person has difficulty in certain movement, then he/she can use this tool. This can be recommended to all persons with LD. The candidate must be able to read and write for using this tool.	Has many tools like on screen magnifier, color contrast (high contrast themes for color blind or Low vision (Visually Impaired)), sticky keys, on-the screen keyboard, mouse pointer settings, speech recognition, etc.	Inbuilt on a Windows operating system. Through this various options can be enabled for people with different disabilities.	Technology is the tool
Sticky Keys	While teaching any of the NOS'S mentioned above, if it is seen that a LD person has difficulty in certain movement, then he/she can use this tool. This can be recommended to all persons with LD. The candidate must be able to read and write for using this tool.	Sticky Keys is a Windows Ease of Access feature that makes it possible to use keyboard shortcuts or type capital letters without needing to press more than one key at once.	Inbuilt on a Windows operating system. This can be used for a person who has very few or one functional finger.	
On the screen Keyboard	While teaching any of the NOS'S mentioned above, if it is seen that a LD person has difficulty in certain movement, then he/she can use this tool. This can be recommended depending the ability of the candidate to touch, feel and if the candidate is comfortable in using a screen. The candidate must also be able to type for using this tool.	The keyboard will be displayed on the computer screen. A person with fine motor movement challenge can type using the mouse or touch pad by clicking on the each key. This has built-in word prediction feature which makes the typing quick and easier.	Inbuilt on a Windows operating system. This can be used for a person who has 1 or no finger and also fine motor impairment.	
One-Handed Keyboard	While teaching any of the NOS'S mentioned above, if it is seen that a LD person has difficulty in certain movement, then he/she	It helps a person with one hand to practice the typing and keyboard orientation with	This hardware need to be attached to a computer. The person needs to have all five	Technology is the tool

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
	can use this tool. The tool is to be recommended if the candidate has at least one function limb. The candidate must be able to read, type and write for using this tool.	efficiently.	functional fingers in one hand.	
Foot Pedals	While teaching any of the NOS'S mentioned above, if it is seen that a LD person has difficulty in certain movement, then he/she can use this tool. The tool is to be recommended if the candidate has a functional leg. The candidate must be able to read, type and write for using this tool.	This hardware solution can be used by a person without hands who has functional leg. This helps to type and operate computer through foot and toes.	Attached to the computer.	
Access Switches	While teaching any of the NOS'S mentioned above, if it is seen that a LD person has difficulty in certain movement, then he/she can use this tool. It can be recommended to all persons with various degrees of LD.	A person without upper and lower limbs can operate the computer using one of these kinds of switches. A person can use these switches either through mouth, limited movement of an organ to press a key to give input to the computer.		Technology is the tool

Activity	Activity Type	When to use Activity	Activity Description	Activity Planning	Activity Tool
Sensitization of the Trainer	Consider in future (with appropriate technology)	It can be recommended to all persons with various degrees of LD.	The trainer should understand how Persons with Disability (PwD) do different activities, Gain Knowledge of disability, assistive aids & accessibility in the environment Learn to assess candidates (before training) Make an inclusive training environmentand Create inclusive training material	Trainer should undergo training with specific disabilities and should be able to change his/her approach according to the needs of the student. Training in transfer skills and communication skills	COMMUNICATION • hand gestures • touch sensitivity BEHAVIOUR • sensitivity • patience • customized approach to students
Environmental Adaptability	Ramps/ Rails	It can be recommended to all persons with various degrees of LD. Helps in easier and better movement.	Ramps/ Rails in public buildings; adaptation of toilets & for drinking water for wheel chair users to ensure easy access for all persons.	These facilities should be provided for easier access to all.	NA
	Lifts	It can be recommended to all persons with various degrees of LD. Helps in easier and better movement.	An elevator (lift in British English) is a type of vertical transport equipment that moves people or goods between floors (levels, decks) of a building, vessel, or other structure. Elevators are generally powered by electric motors.	These facilities should be provided for easier access to all.	

ASSESSMENT GUIDELINES

Expository for Qualification Pack, Sales Associate **Sector Skill Council: SCPwD**

Guidelines for Assessment of Trainees:
For Persons with Blindness (Visually Impaired)

General Guidelines:

1. Do ask questions openly. Do not assume anything. For example, ask your trainees with disabilities if they need any change in the kind of assessment setup provided. You could check if the person would prefer normal lighting conditions to bright lighting, in the case of persons with Low Vision (Visually Impaired). This would encourage honest conversation, helping you to assess the person based on their true abilities.
2. Be prepared to make your assessments person-specific. For example, there may be a person who is hard of hearing who may need no process changes to your standard assessment, while other persons who are hard of hearing may need quiet rooms. Do account for these individual needs during your assessment.
3. The Assessment guidelines given below are only to enable the assessor to conduct the assessment smoothly. Adherence to the guidelines is not mandatory but preferred.
4. The assessor has the option to use any of the tools appropriate from the list of tools mentioned in the expository, to conduct the assessment. He/she also has the choice to use other options that will help conduct the assessment with sanctity
5. Do understand that every trainee with disabilities has a journey: he/she are likely to have identified solutions that best work for him/her. Do not expect your trainees with disabilities to go through the same processes with the same rigour as your trainees without disabilities.
6. Remember that your trainees with disabilities are going to be working on par with persons without disabilities. Pitying, belittling or lowering the standards would defeat the purpose.

Guidelines:

1. Criteria for assessment for each Qualification Pack will be created by the Domain Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. Domain SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment will be conducted in the best suitable manner according to the disability online/offline through assessment providers authorized by SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
4. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 60% for each QP for NSQF level 4 and above job roles for Non – Technical Job Roles)
5. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 70% for each QP for NSQF level 4 and above job roles for Technical Job Roles.

Lab Assessment

1. Ensure that all the lab equipment is accessible and made tactile – similar to solutions for persons with Low vision (Visually Impaired)

Computer Assessment
1. If the assessment requires specific softwares, these should be screen reader and magnifier friendly
2. In the absence of the above tools and support, where using writing assistance or scribe, extra 20 minutes to be given for every one hour of assessment. Ensure that the person has a different room in which to work, so that no disturbance is caused to other trainees, and the person with vision impairment has a space to discuss with the scribe.
3. Visual elements in assessment paper needs to be given alternate question or description. For instance, if the non-verbal reasoning exercise is given in graph form, an alternate should exist in verbal / text format.
4. Tools such as Tailor Frame Abacus should be allowed for working out math calculations
5. Ensure that all videos have audio description for ease of comprehension.

Guidelines for Assessment of Trainees:
For Persons with Low vision (Visually Impaired)
General Guidelines:
1. Do ask questions openly. Do not assume anything. For example, ask your trainees with disabilities if they need any change in the kind of assessment setup provided. You could check if the person would prefer normal lighting conditions to bright lighting, in the case of persons with Low Vision (Visually Impaired). This would encourage honest conversation, helping you to assess the person based on their true abilities.
2. Be prepared to make your assessments person-specific. For example, there may be a person who is hard of hearing who may need no process changes to your standard assessment, while other persons who are hard of hearing may need quiet rooms. Do account for these individual needs during your assessment.
3. The Assessment guidelines given below are only to enable the assessor to conduct the assessment smoothly. Adherence to the guidelines is not mandatory but preferred.
4. The assessor has the option to use any of the tools appropriate from the list of tools mentioned in the expository, to conduct the assessment. He/she also has the choice to use other options that will help conduct the assessment with sanctity
5. Do understand that every trainee with disabilities has a journey: he/she are likely to have identified solutions that best work for him/her. Do not expect your trainees with disabilities to go through the same processes with the same rigour as your trainees without disabilities.
6. Remember that your trainees with disabilities are going to be working on par with persons without disabilities. Pitying, belittling or lowering the standards would defeat the purpose.

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5. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 70% for each QP for NSQF level 4 and above job roles for Technical Job Roles.

Lab Assessment
1. If magnifier user: Assessment papers in hard copy should be printed in large font based on the person's convenience of reading. For example, 14 - 20, etc. Screen reader users need only soft copies
2. The practical part of assessment should be customized based on the person's comfort level. For example, shapes of objects, colours, lighting condition and size of the object to be used will depend on the functional ability of the person.

3. The person needs to be given initial orientation to the lab prior to the assessment – where furniture is located and where the entries and exits are.
4. Practical assessments, based on the qualification pack requirements, could be made more inclusive by introduction of low cost tactile or high contrast options (for example, using insulation tape or stickers)

Computer Assessment
1. Low vision (Visually Impaired) person should also be given magnifier either handheld or on the computer.
2. The computer should be configured in terms of colour, resolution and other accessibility needs based on the person
3. The computer must have screen reader software installed for ease of access, and assessment software should be compatible with screen reader and magnifier. For example, testing using Tally for accounts or Eclipse for Java both softwares need to be checked for accessibility.

Guidelines for Assessment of Trainees:
For Persons with Speech and Hearing Disability (Hearing Impaired)

General Guidelines:

1. Do ask questions openly. Do not assume anything. For example, ask your trainees with disabilities if they need any change in the kind of assessment setup provided. You could check if the person would prefer normal lighting conditions to bright lighting, in the case of persons with Low Vision (Visually Impaired). This would encourage honest conversation, helping you to assess the person based on their true abilities.

2. Be prepared to make your assessments person-specific. For example, there may be a person who is hard of hearing who may need no process changes to your standard assessment, while other persons who are hard of hearing may need quiet rooms. Do account for these individual needs during your assessment.

3. The Assessment guidelines given below are only to enable the assessor to conduct the assessment smoothly. Adherence to the guidelines is not mandatory but preferred.

4. The assessor has the option to use any of the tools appropriate from the list of tools mentioned in the expository, to conduct the assessment. He/she also has the choice to use other options that will help conduct the assessment with sanctity

5. Do understand that every trainee with disabilities has a journey: he/she are likely to have identified solutions that best work for him/her. Do not expect your trainees with disabilities to go through the same processes with the same rigour as your trainees without disabilities.

6. Remember that your trainees with disabilities are going to be working on par with persons without disabilities. Pitying, belittling or lowering the standards would defeat the purpose.

Guidelines:

1. Criteria for assessment for each Qualification Pack will be created by the Domain Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. Domain SSC will also lay down proportion of marks for Theory and Skills Practical for each PC

2. The assessment will be conducted in the best suitable manner according to the disability online/offline through assessment providers authorized by SSC

3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)

4. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 60% for each QP for NSQF level 4 and above job roles for Non – Technical Job Roles)

5. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 70% for each QP for NSQF level 4 and above job roles for Technical Job Roles.

The primary assessment process modifications required for persons with Speech and Hearing Disability (Hearing Impaired) include:

1. All assessments for persons with Speech and Hearing Disability (Hearing Impaired) must be in simple English, with examples wherever possible. This will enable the hearing impaired person to comprehend the material correctly.

2. If there are any audio elements as part of the assessment, there should be alternate arrangements such as pictures to be given. If there are video elements, subtitling is key and sign language is preferred.

3. For persons who lip read, it is important that you face the person while communicating. You also need get other details (for example, which languages they lip-read, which side they can hear better and how much enunciation they require, whether they prefer closed room discussions, or silence without background noise etc.)
4. We strongly recommend not having telephonic assessments. However, this may vary based on the functional assessment of the person.
5. Assessment paper should be made in simple English and precise with visual aspects to ensure level-playing field for persons with Speech and Hearing Disability (Hearing Impaired).
6. Demonstrations and visual learning are important for persons with Speech and Hearing Disability (Hearing Impaired) to understand exactly what is expected from the exercise. Do a simple mock explanation to ensure the person understands correctly.
7. Check on sign language compatibility between interpreter and trainees for best assessment processes. For example, within Indian Sign Language, there are many differences based on location. Further, words in ISL and ASL are frequently very different, and not all persons with Speech and Hearing Disability (Hearing Impaired) may understand both. This may lead to misinterpretations.
8. Assessment through presentation should be replaced with practicals or by conducting regular interviews.
9. Consider extra time because of interpreter communication during assessments.
10. Written assessment should be assessed keeping in mind language constraints the person might have. For example, email writing task should be viewed from the point of view of email message, but not grammar.

Guidelines for Assessment of Trainees:
For Persons with Locomotor Disability

General Guidelines:
1. Do ask questions openly. Do not assume anything. For example, ask your trainees with disabilities if they need any change in the kind of assessment setup provided. You could check if the person would prefer normal lighting conditions to bright lighting, in the case of persons with Low Vision (Visually Impaired). This would encourage honest conversation, helping you to assess the person based on their true abilities.
2. Be prepared to make your assessments person-specific. For example, there may be a person who is hard of hearing who may need no process changes to your standard assessment, while other persons who are hard of hearing may need quiet rooms. Do account for these individual needs during your assessment.
3. The Assessment guidelines given below are only to enable the assessor to conduct the assessment smoothly. Adherence to the guidelines is not mandatory but preferred.
4. The assessor has the option to use any of the tools appropriate from the list of tools mentioned in the expository, to conduct the assessment. He/she also has the choice to use other options that will help conduct the assessment with sanctity
5. Do understand that every trainee with disabilities has a journey: he/she are likely to have identified solutions that best work for him/her. Do not expect your trainees with disabilities to go through the same processes with the same rigour as your trainees without disabilities.
6. Remember that your trainees with disabilities are going to be working on par with persons without disabilities. Pitying, belittling or lowering the standards would defeat the purpose.

Guidelines:

1. Criteria for assessment for each Qualification Pack will be created by the Domain Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. Domain SSC will also lay down proportion of marks for Theory and Skills Practical for each PC

2. The assessment will be conducted in the best suitable manner according to the disability online/offline through assessment providers authorized by SSC

3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)

4. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 60% for each QP for NSQF level 4 and above job roles for Non – Technical Job Roles)

5. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 70% for each QP for NSQF level 4 and above job roles for Technical Job Roles.

Lab Assessment

Upper Limb – One limb:

1. This may require re-arrangement of equipment based on nature of disability for ease of access – like placing tools on left-hand-side or right-hand-side.

2. May require left handed lab equipment (like left-handed scissors)

Upper Limb – both limbs:

1. May require process changes based on the nature of the assessment – for example, if the person uses their feet for different tasks.

Lower limb – Without aids/Crutch User/Calliper User:

1. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor. All staircases and steps need to have railings for support on both sides. Elevator facility would be preferred

2. Accessible restrooms must be provided.

Lower limb - Wheelchair user due to polio:

1. The lab needs to have wide entries, exits and space between different tables to ensure that the wheelchair can be used without barriers.

2. The floor needs to be level with no obstacles, the building needs to have ramps, accessible elevators, and accessible restrooms meeting standard specifications.

3. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor.

4. All shelves must be at an appropriate height for wheelchair users.

Lower limb – Wheelchair user due to Spinal Cord Injury:

1. The lab needs to have wide entries, exits and space between different tables to ensure that the wheelchair can be used without barriers

2. The floor needs to be level with no obstacles. The building needs to have ramps, accessible elevators, and accessible restrooms meeting standard specifications.

3. The floor needs to be skid-proof and elevators need to be provided if assessment room is not

on the ground floor.

4. All shelves must be at an appropriate height for wheelchair users.

5. Many persons with spinal cord injury are unable to sit for extended periods of time. This should be taken into account, and extra time should be allocated to the person for completion of the assessment.

6. Persons with spinal cord injury may require helpers for personal work.
This must be taken into consideration on a case-by-case basis.

Computer Assessment

Upper Limb – One limb:

1. May require modified/one-handed keyboard or mouse, based on preference
2. May need computer configured with Sticky Keys for ease of using keyboard shortcuts.

Upper Limb – Both limbs:

1. May require keyboard placed at foot level for persons using foot typing
2. May require computer compatibility with speech recognition software or camera-mouse

Lower limb – Without aids/Crutch user/Calliper User:

1. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor. All staircases and steps need to have railings for support on both sides. Elevator facility would be preferred.
2. Accessible restrooms must be provided.

Lower limb – Wheelchair user due to polio:

1. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor.
2. The floor needs to be level with no obstacles, the building needs to have ramps, accessible elevators, and accessible restrooms meeting standard specifications.
3. The tables for the computers need to be placed at the right height for wheelchair users to be able to access the computer system.

Lower limb – Wheelchair user due to Spinal Cord Injury:

1. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor.
2. The floor needs to be level with no obstacles, the building needs to have ramps, accessible elevators, and accessible restrooms meeting standard specifications.
3. The tables for the computers need to be placed at the right height for wheelchair users to be able to access the computer system.
4. Many persons with spinal cord injury are unable to sit for extended periods of time. This should be taken into account, and extra time should be allocated to the person for completion of the assessment.
5. Persons with spinal cord injury may require helpers for personal work. This must be taken into consideration on a case-by-case basis.
6. In assessments, some trainees may prefer using a laptop over a desktop due to movement

constraints.

					Marks Allocation		
Sr.No.	Code		Total Marks	Out of	Theory	Practical
1	RAS/ N0114	To process credit applications for purchases		6	3	3
2	RAS/ N0120	To help keep the store secure		6	3	3
3	RAS/ N0122	To help maintain health and safety		6	3	3
4	RAS/ N0125	To demonstrate products to customers		6	3	3
5	RAS/ N0126	To help customers choose right products		6	3	3
6	RAS/ N0127	To provide specialist support to customers facilitating purchases		6	3	3
7	RAS/ N0128	To maximize sales of goods & services		6	3	3
8	RAS/ N0129	To provide personalized sales & post-sales service support	100	6	3	3
9	RAS/ N0130	To create a positive image of self & organization in the customers mind		6	3	3
10	RAS/ N0132	To resolve customer concerns		6	3	3
11	RAS/ N0133	To organize the delivery of reliable service		6	3	3
12	RAS/ N0134	To improve customer relationship		6	3	3
13	RAS/ N0135	To monitor and solve service concerns		6	3	3
14	RAS/ N0136	To promote continuous improvement in service		6	3	3
15	RAS/ N0137	To work effectively in your team		8	4	4
16	RAS/ N0138	To work effectively in your organisation		8	4	4
			Total	100	50	50

Introduction to Disabilities

Disabilities according to Act (GOI): Any person with disability having any of the 10 disabilities stated in the National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 and Disabilities in The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.

DISABILITIES

S.No	Nomenclature as per Act	Nomenclature as per SCPwD	S.No	Nomenclature as per Act	Nomenclature as per SCPwD
1	Blindness	Visually impaired	6	Mental illness	Mental illness
2	Low Vision	Visually impaired	7	Cerebral Palsy	Cerebral Palsy
3	Leprosy-cured	Leprosy-cured	8	Autism	Autism
4	Hearing impairment	Speech and Hearing Disability	9	Mental Retardation	Intellectual Disability
5	Loco motor disability	Locomotor Disability/Orthopedically challenged	10	Multiple Disabilities	Multiple Disabilities

Keywords /Terms	Description
Blindness (Visually Impaired)	Both eye injury and disease can affect vision. The clarity of vision is called visual acuity, which ranges from full vision to no vision. Acuity is usually measured on a scale that compares a person's vision at 20 feet with that of some who has full acuity. Therefore, a person who has 20/20 vision sees objects 20 feet with complete clarity, but a person with 20/200 vision sees at 20 feet what a person with full acuity sees at 200 feet. Legal Blindness (Visually Impaired) is defined as visual acuity worse than 20/200 even after correction with eyeglasses or contact lenses.
Low vision (Visually Impaired)	Low vision (Visually Impaired) is a reduced level of vision that cannot be fully corrected with conventional glasses. It is not the same as Blindness (Visually Impaired). Unlike a person who is blind, a person with Low vision (Visually Impaired) has some useful sight. However, Low vision (Visually Impaired) usually interferes with the performance of daily activities, such as reading or driving. A person with Low vision (Visually Impaired) may not recognize images at a distance or be able to differentiate colors of similar tones.
Hearing impairment/Hearing Loss/Deaf	Hearing loss is the reduced ability to hear sound. Deafness is the complete inability to hear sound. Deafness and hearing loss have many causes and can occur at any age. People can go deaf suddenly as a complication of a virus, or lose their hearing over time because of disease, nerve damage, or injury caused by noise. About 3 in 1,000 babies is born deaf, often because of genetic factors. Approximately 1 out of every 10 Canadians has hearing loss, and more than half of Canadians over 65 years of age have hearing loss.
Loco-motor Disability	"Loco motor disability" means disability of the bones, joints muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy.

Keywords /Terms	Description
VI	Visual Impairment
LV	Low vision (Visually Impaired)
HI	Speech and Hearing Disability (Hearing Impaired)
LD	Locomotor Disability/Orthopedically challenged

Glossary: This provides assistance with adaptability of action mentioned in the NOSs with respect to Persons with Disability. The Actions appear in sequence of appearance in the NOS documents.

Action	Adaptability for Persons with Disability
Identify / Recognize, Prepare, Read, Write, Listen, Record, Check / Inspect, Communicate effectively, Check and clarify, Choose, Arrange, Fill up, Help create, Transcribe, Obtain, Discuss, Notify, Apply, Examine, Maintain, Answer	Using self-ability or assistance of Tools based on disability

Job Details

Qualifications Pack Code	PWR/Q0104		
Job Role	Sales Associate		
Expository code	PwD/E0000		
To Job code	Expository for Sales Associate of Retail		
Credits(NSQF)	TBD	**Version number**	1.0
Sector	Retail	**Drafted on**	30/11/15
Sub-sector	B2B & B2C	**Last reviewed on**	02/12/15
Occupation	Store Operations	**Next review date**	26/02/16