



*SLOVAK AUSTRIAN GERMAN ALIANCE  
VOCATIONAL EDUCATION AND TRAINING*

# CURRICULUM

## OUTPUT IDENTIFICATION:

**O7 - Education of trainers for the course "Retail Worker"**

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Project Description:

**Slovak-Austrian-German-Alliance for Vocational Education and Training**

A Short Project Description:

**SAGA for VET**

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**Newport Group, a.s.**

## **Part I Introductory notes**

This framework plan is issued in accordance with the relevant educational regulations of the federal republic (issued by the federal ministry of economics and labor, or otherwise competent expert ministry represented by the federal ministry of education, science and research ). Adjusting process is controlled by "a Common Results Protocol dated May 30, 1972." Global education plan builds on the principles of the completion of compulsory schooling and describes the basic requirements.

The framework plan does not include any methodological regulations for the education. Independent and responsible thinking and acting as the main objective of education is mediated as a priority in these educating forms. Parts of the overall methodological concept are already included in these forms. In doing so, any methodical procedure may be used to achieve this; methods immediately supporting the ability of act are particularly supported and dedicated to this aim and therefore should be adequately taken into account in the process of the preparation of the training.

Countries will immediately adopt this framework plan, or will put it into their own lesson plans. In the latter case, it is necessary to mind to ensure that the result contained in the framework plan is consistent with the time and expert congruency with relevant educational regulations.

## **Part II Training demands on educational institutions**

Vocational school and educational operation meet common educational demands in dual education.

Educational facility is autonomous place of education. It cooperates as an equal partner with all other educational establishments involved. Its task is to mediate working and general contents of education to the pupils, with particular reference to the demands of the labor education.

The vocational school and educating operation have both labor and expert preconditions to provide education to the determination of objective and deepens the previously acquired general education. This contributes to the implementation of the tasks in the profession as well as to the cocreating of the world of work and society, taking into account the social and environmental responsibility. In doing so, it follows the regulations in force for this process of education and school laws of individual countries. Primarily, the education, focused on the preparation for work, is oriented among other things also at each supporting mean recognized by the state education profession:

- The framework plan of the Permanent Conference of Ministers of culture and Senators of Countries (KMK)
- Regulation on education with preparation for an occupation (educational plan) of countries for business education.

According to the Framework Agreement on vocational schools and educational operations (Regulation KMK of March 15,1991), vocational schools and educational operations aim at:

- to convey the ability to perform the profession and to combine professional competence with general skills of humanitarian and social kind,
- to develop appropriate work flexibility to overcome the varying claims and preconditions for the world of work and society as well as in the context of shared growth throughout Europe,
- awaken readiness for job training and additional deepening competencies and skills,
- to support skills and preparedness in compliance of professional and private life of the individual, as well as the ability to act independently, confidently and responsibly. "

To achieve these objectives, the vocational schools and educational operation must:

- to arrange specific pedagogy for training, focused on the roles of education, which would accentuate the orientation on trade and business;

- to mediate the qualifications that would include all working issues of the field with respect to the necessary business specialization;
  - to guarantee a diverse and flexible offer of education to balance variety of skills and talents of students, as well as fulfilled different demands of the labor market and society;
- to mediate the views of the various forms of employment, including business in the form of self-employment, in order to facilitate separate and separately responsible planning of working life;
- within its capabilities, to support and protect disabled persons and people with reduced capacity for social status, and to alert students to threats to the environment and the risk of accidents in connection with the job and private way of life and to familiarize them also with the possibility of preventing or reducing them.

The vocational school and educational establishment should, besides that, in general education, if it is possible within the curriculum, draw attention to the crucial problems of our era, such as:

Employment and unemployment

Co-existence of people, nations, and cultures within a single world and guarantee the preservation of cultural identity

Compliance on the natural livelihood as well as

Guaranteeing human rights.

These objectives are focused on the development of business skills. This means the readiness and ability of individuals to behave in social, labor and private situations factually, professionally, prudently and thoughtfully, as well as with regard to their individual and social responsibility.

**Business skills** are developed in the areas of professional, personal and social competencies.

**Professional competencies** show the readiness and capacity to purposefully, professionally properly, in accordance with the methods and independently solve tasks and issues focused on the core of professional knowledge and skills, and judge and justify the result.

**Personal competencies** show individual's readiness and capacity to use, judge and solve chances for development, requirements and restrictions in the family, in their profession and public life, develop their talents, as well as to identify and develop their life plan. It also includes personality traits as independence, critical thinking capability, self-reliance, responsibility, and the ability to take duties. In particular, this includes the development of values and self-evaluation of values.

**Social competencies** are related to the readiness and ability to live and form social relationships, express support, suppress a tension, prove a rational and responsible

understanding with others. In particular, this includes the development of social responsibility and solidarity.

**Methodological and teaching competencies** are developed from obtained development of these three fields.

Competence denotes the educational achievement in connection with individual students and their ability of independent and responsible dealing in personal, work and social situations. Unlike the competencies, qualification means learning educational success in relation to utilizing - from the perspective of demand in demand in private, professional and social situations (compare German Educational Council, the Recommendations of the Education Commission on the reorganization of secondary tariffs II).

### Part III Didactic principles

The goal determination of professional education requires the adaptation of education to the pedagogy type, performed at vocational schools, which support business orientation and teaches young people to independently plan, perform and assess work tasks within their work activity.

The education at the vocational school or educational establishment mainly consists from the relationship to a specific, operated and work negotiations, as well as from the development of reasoning operations development and understanding of intellectual steps and negotiations with others. This education is focused primarily on reflection and business methods (business plan, processes and results). This intellectual penetration of work activities will fulfil assumptions for training within work activities. For the framework plan this means that the objective and the content selection refers to a specific profession.

On the basis of education-theoretical and didactic knowledge, the following orientation points are named:

Didactic reference points are situations for which the performance of a profession is significant (education for business).

The starting point of education is comprised of negotiations which are best performed or are intellectually understandable (studying through negotiation).

As far as possible the student should independently plan, perform, check, or also correct and evaluate negotiations.

The negotiations should support an overall understanding of work issues like technical, safety-technical, economic, legal, ecological and social aspects.

The negotiations must be integrated into the student's work experience and reflected in relation with social consequences.

The negotiations also should include social processes, e.g. explanation of interests or prevention of conflicts.

Education focused on labor skills is created by a didactic concept that jointly covers professional and business structures. It may be carried by different educational methods.

## **Part IV Introductory remarks concerning the profession**

Submitted framework education plan for professional education in the “Retail Salesman/Retail Saleswoman” field in conformity with the relevant framework educational plans for retail presented in the Retail Salesperson and Retail Businessperson field dated 16.07.2004 (BGB1. I S. 1806)

Educational professions are listed according to the setting of the current year of professional education in educational sphere of Economics and Management, Center A: Sales economy and advising customers.

The framework plan for education in the Businessperson Retail field (KMK decree dated March 3,1987) shall be replaced by the presented framework plan.

Students of the department sales assistant in a retail store, as well as businessman/businesswoman in the retail are engaged primarily in the sale of goods and offer advice and service to their customers. They are further engaged in the service area of the cashier, the acquisition of goods, receipt of goods, warehousing, marketing, personnel management and accounting.

Educational Fields are oriented on the target formulas of exemplary economic areas. It is necessary to enforce the didactic - methodically in a way they would lead to the professional and act competences. Formulation of objectives at the end of the educational process describes the state of qualification. Followed by the contents it includes a minimum range of competencies, which is necessary to mediate.

Formulation of objectives brings together professional and factual systematic relationships. It integrates the treatment of current media, modern office communication and work software that is used for the collection and processing of information.

The relevant necessary knowledge of cash registers depend on the assortment as well as and on the form of sales and operation. The vocational school, on the example of selected goods, mediates the techniques of obtaining knowledge of goods and hence the ability to incorporate the new assortment. When creating the coping skills in accounting, main documentation, management and control functions in the framework of the education relocate.

Dimensions of durability and stability - economics, ecology and social relations - are developing in all areas of action in the retail trade and are integrated in curricular areas. They offer a variety of opportunities for economic and sales - technical relations.

## Part V: Educational Fields

### **Educational Field 1: Promoting business in the retail trade**

#### **Aim:**

Pupils present educational premises. With respect to their career and educational options, they show the performance key points and working areas of operation of retail trade. They explain the concept of business entity, economical and environmental given aims, as well as the overall social responsibility of the business entity. They inform themselves in the educational establishment independently and update this information. They develop possibilities for getting additional information on other businesses. They judge the selected business form in connection with the assortment and the selling form and compare their educational establishment. They describe the organization of the business entity and its inclusion in the overall economy.

In the preparation of the presentation, they by their own or in the group process the given tasks and apply the methods leading to the solution of problems. Doing so, they reflect the participation of the staff in the retail operation and while doing so, they discuss regulations, as well as the tasks, rights and obligations of the parties, which operate in the dual system of business education. With regard to collective tariff bargaining in retail, pupils assess the importance of collective tariff contracts and the role of the social partners in their formation and negotiation. They reflect on co-decision legal regulations.

Pupils present and document the results of their work - structurally and addressed, by using appropriate means. They deepen a sense of customer orientation as a model and concept of their professional life and action.

#### **Contents:**

Working and educational techniques  
A simple cycle of the economy  
Tasks and classification of retail  
Occupational safety and environmental protection  
The operating organization and work processes  
The educational contract  
The protection of minors at work  
Durability  
Presentation techniques



**Educational Field 2:  
Customer-oriented management of trade talks**

**Aim:**

Pupils maintain trade talks, using the knowledge of products, communication and sales skills, leading to the satisfaction of the customer of the business entity. They know the important elements of communication and sales techniques, as well as the techniques needed to get the essential knowledge of the goods. At the same time, they apply them when role-playing, when they show both the verbal and non-verbal customer-oriented behavior. At the sales talks, they use their knowledge of the goods and at the same time develop also the selling arguments. The sales conversation also includes the services of the undertaking and the response to the objections of customers. They prepare alternative proposals in order to support the decision to purchase and lead the sales talks to a successful ending.

Pupils create a catalogue of criteria used to assess the game and training situations. They assess communication and sales situations and give appropriate feedback. As a helping mean, among others, they use audio and video technique.

**Contents:**

Specimen of the goods  
Consulting shopping  
Price-performance ratio  
Additional offers  
Typical phrases from other languages

**Educational Field 3:**

The customer support in the service area of the cash register

**Aim:**

Pupils keep the corresponding activities in the area of cash registers and friendly and carefully take care of customers. They conclude purchase contracts with regard to the legal and operational regulations. If needed, they notify customers to the existence and application of the general terms and conditions. They offer the customers at the cash register services and promote complementary offerings. Pupils inform the customers about the usual payment methods and their advantages and disadvantages.

They arrange payment methods with respect to their efficiency for the business entity. Pupils perform the cashier procedures, taking into account the customer cards, discount cards, and using the cash register in accordance with the relevant operating regulations. They create confirmation and invoices and mind tax regulations doing so. They perform the cashier closures, create and evaluate the cashier reports. They use already known cashier processes. As a tool for the collection of sales data in the economic system, they use the cashier system.

**Contents:**

The capacity to legal acts. The legal capacity.

The nullity and voidability.

The binding and fulfilled trade.

Freedom of contract.

Rule of three, calculation of percents and average.

**Educational Field 4:  
Promotion of goods****Aim:**

Pupils place and present the goods with respect to the wishes of consumers, the success of sales and operational management. They process criteria for the appropriate presentation of the goods. They develop concepts for the presentation of the goods, show them and evaluate them on the basis of the processed criteria. Pupils take into account different specificities and particularities of various forms of operations, forms of sale and assortment and sale-psychological knowledge.

**Contents:**

Arrangement of storages  
Visual merchandising  
The study of the motion of customers  
Shopping cart  
Rack zones  
Marking of goods  
Marking of price  
Window

**Educational Field 5:**

Advertising and promotion of the purchase

**Aim:**

Pupils will produce an advertising plan. They use their own pricing ideas, respecting the price ideas of others. They develop advertising measures, taking into account the principles of advertising and legal framework conditions.

They use relevant software to express the means of advertising. They evaluate the deployment of advertising measures in everyday business life. They take into account the economic, legal and ethical boundaries of advertising and judge the promotional success of the chosen measures. They consider the use of different types of advertising in view of their effectiveness on consumers.

Pupils plot and evaluate typical sales promotion measures. They also affiliate service performance as means of building relationships with customers. They choose relevant packing material as well as the options of goods supply according to the economical and environmental aspects.

**Contents:**

Advertising carrier

Cooperative forms of advertising

Direct advertising/direct marketing

The law on unfair competition

The Packaging Ordinance

Teamwork

**Educational Field 6:**  
Procurement of goods

**Aim:**

Pupils supply goods, taking into account the economic, legal and environmental aspects.

They plan the supply process based on the data of commodity economy. In doing so, they set out various purchase sources, policies and prices. They prepare and conclude the purchase contracts with the help of various communication media. They take into account the quantitative and qualitative aspects at the procurement deciding. They use the information and technical systems. They evaluate the collected data and present the results as a basis for decision-making.

**Contents:**

Quantitative, time and cost planning  
Forms of cooperation in trade  
Demand, offer, order  
The reference calculation  
Offer comparison  
Product economy

**Educational Field 7:  
Receiving goods, storage and keeping**

**Aim:**

Pupils will try out the goods receiving and take care of professional storage. They recognize and document the violation of obligations on the part of the supplier, and manage appropriate measures to correct them.

Pupils communicate with suppliers in order to find an adequate solution. They check the goods on the basis of the delivery notes and register items, also using the information and technical systems. They store goods and mind the relevant storage rules and principles in the warehouse and backup storage.

Pupils analyze indicators, administer and evaluate storage invoices and carry out optimization options. They take into account the economic, legal and environmental aspects during storage and when handling packaging.

**Contents:**

Vocational defects

Claims

Late delivery

The minimum inventory levels, reported state of stocks

The frequency of turnover, the duration of storage

Inventory check, inventory

The organization of storage

Regulations relating to the storage and transport, safety in the storage

Keeping of the goods

**Educational Field 8:**

Implementation and control of business processes

**Aim:**

Pupils will understand the relationships of businesses entities to customers and suppliers through the effect of information, money and values, and will perform evaluation. They process cash documents and systematically document the data resulting from operational processes. In doing so, they comply with the relevant legislation. With the help of these notes, they illustrate assets and financial situation of business entity, evaluate the economic result, as well as the substantial declaratory variables of the outcome of this business entity.

Pupils prepare the statistical data resulting from the economic outcome in order to prepare operational decisions. They control and collect data about the goods, provide indexes, evaluate them with regard to time and operational comparing. They use business accounting processes and relevant software as a tool for documentation and information.

**Contents:**

Business cases

The balance

The calculation of profit and loss.

Product economy

Statistics

Deployment of goods, Material extraction, Turnover index

**Educational Field 9:**

Preparation and implementation of pricing policy

**Aim:**

Pupils prepare measures of price policy of the business entity in the retail trade and implement them. In doing so, they individually and responsibly organize their education and use the appropriate software. Students work together effectively and cooperatively. They know the importance of sales price as an instrument of policy of the sales of goods. They attribute the price policy to the setting of objectives of the business entity. They define internal and external operational impacts on the price. At this, they differ price setting aimed at cost, demand and competition.

Pupils calculate price and apply shortened calculation process. They evaluate the various pricing strategies. They describe the reasons for the different demand behavior also taking into account the social and economic changes.

**Contents:**

Regulation on the publication of prices.

Calculations towards the future.

Calculations towards the past.

The calculation factor.

Calculation additional charge, calculation discount

Act interval



**Educational Field 10:  
Convening of special sales situations**

**Aim:**

Based on the philosophy of the business entity, the pupils act in specific cases professionally and appropriately with regard to the situation. In different situations, they react appropriately on customer behavior. They apply targeted verbal and non-verbal expression options and means. Particularly with complaints or exchange of the goods, pupils act in the interest of the business and customers, and mind the legal and operational regulations. In cases of counseling, they recognize potential conflicts, cope with stressful situations and with their adequate behavior, they contribute to their resolution. Pupils meet the individual demands and requirements of their customers.

**Common contents:**

Behavior of customers  
Sales in the busy period  
Customers accompanied  
Sale just before the end of the opening hours  
Giftware and purchasing goods  
Warranty, guarantee and product liability  
Good-will repairs - voluntary compliance  
Theft in operation  
Sales disturbance  
Financing the purchase  
Behavior with a focus on conflict resolution

**Educational Field 11:  
Successful business process management**

**Aim:**

Pupils analyze business processes in a business entity in the retail trade and deploy tools that can help to increase and improve the economic result. They understand the movement of goods in business entity. They prepare the decisions to the central economy and assess the state of the business entity's revenue.

Pupils analyze the cost structure of retail establishments and include also parts of the operating costs. They present their individual economic measures to the decision-making authority, in order to reduce costs, and create a link with the impact on the overall economic level. Pupils perform calculations in the field of gross margin to set selling prices to successfully optimize the assortment. In doing so, they take into account also the mixed calculation. They provide short-term operational success and bring proposals to increase efficiency.

Pupils calculate the indices using data from different information systems, and use those for comparisons and situational estimates. They prepare graphical statistics, interpret the information and conclude potential measures for optimization of the operational process. They use the appropriate software, when doing so.

**Contents:**

Purchase and sale of goods.

Turnover tax

Depreciation

Type of cargo, freight stations, calculation of distribution

External expenses

Additional calculation

Indices of profitability and economy

Product economy

The effects on the simple economic cycle

**Educational Field 12:  
Customer acquisition and binding them through marketing concepts**

**Aim:**

Pupils use marketing as a central role of the business entity, for the acquisition and strengthening of the position in the market. Pupils inform of PR-activities of their business entity and evaluate their effectiveness.

Pupils deploy information and technical systems for the purpose of the collection and evaluation of market information and customer data. They analyze the policy tools and develop concepts for the implementation of the relevant marketing objectives. In so doing, they take into account the economic framework conditions. They develop time and work plans for marketing concepts, establish responsibilities for the individual tasks and document the work progress. They present and analyze the results of their work.

Pupils understand the commodity and customer-specific service requests, as an important part and requirement for obtaining and maintaining an unmistakable market position. They introduce the service concepts of their educational operation and analyze the severities and difficulties involved in their enforcement. Pupils develop and justify other measures concerning the service policy, which also strengthen the relationship with customers. In doing so, they take into account also the management of the handling of customer complaints.

On the basis of selected examples, they evaluate electronic services as a business platform and as a tool for building a relationship with the customer.

**Contents:**

marketing-mix

Management of building relationship with customers (Customer relationship management)

E-Business

E-Commerce

**Educational Field 13:  
Planning the deployment of personnel and staff management**

**Aim:**

Pupils under the supervision perform personnel - economic aims, tasks and activities in the field of human resource of the business entity in the retail industry. They are aware of all the different situations of interest to all those involved. To ensure the functionality of the business entity, they analyze the status of employees and their structure, and participate in the identification of the needs of staff and the deployment of staff. They deploy a variety of tools in the internal and external recruitment process and set out the criteria for the selection of staff. They recognize the importance of employment contracts for the employment relationship and its termination. Pupils create a payroll bill.

Pupils know the different options for employee motivation and use them to promote the working behavior and willingness to give the best performance.

**Contents:**

Conducting interviews

Treatment in the event of a conflict.

Employee Development

Personal Data Protection

The rationale for, care and termination of employment relationships

**Educational Field 14:  
The management and development of business entity in the retail trade**

**Aim:**

Pupils think and act in relation to the economic and operational context. They review and process concepts managing people, also in relation to their personal and professional perspectives. They participate at the company management and process concepts serving the further development of the business. They illustrate and assess different forms of business.

Pupils choose the applicable financing options. They distinguish means of loans and describe the possibility of securing loans based on examples. They monitor corporate incomes and payments serving to ensuring liquidity, and in case of late payment they proceed with appropriate measures.

**Contents:**

The company, the Business register

One person business entity, Limited partnership, Limited liability company

Franchise

Supplier credit, overdraft loan, loan

Simple reservation of ownership, liability, guarantee transfer

Judicial Reminder

Insolvency.