INDUSTRIAL MERCHANDISER

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TRAINER GUIDE

National Vocational Certificate Level 2

Version 1 - November, 2019

Introduction

Competence-based training helps to bridge the gap between what is taught in training and what tasks will be performed on the job. Training trainees to perform actual job functions helps to ensure that future front-line workers have the skills, knowledge and abilities required to perform their jobs properly, safely and effectively. In addition to competence-based training, assessment based on the performance of actual work competencies helps to ensure that:

- trainees are performing their work tasks as safely as possible
- performance gaps are recognized prior to serious incidents
- training can be implemented to improve competence.

There are significant benefits to competence-based training:

1. **Cost effectiveness**

   Since training activities and assessments in a competence-based approach are goal-oriented, trainers focus on clearly defined areas of skills, knowledge and understanding that their own industry has defined in the competence standards. At the same time, trainees are more motivated to learn when they realize the benefits of improved performance.

2. **Efficiency**

   The transfer gap between the training environment and working on the job is reduced substantially in a competence-based approach. This is because training and assessment are relevant to what needs to be done on the job. As a result, it takes less time for trainees to become competent in the required areas. This, in turn, contributes to improved efficiency where training and assessment are concerned.

3. **Increased productivity**

   When trainees become competent in the competence standards that their own industry has defined, when they know what the performance expectations are and receive recognition for their abilities through successful assessments, they are likely to be more motivated and experience higher job satisfaction. The result is improved productivity for organizations. The communication and constructive feedback between future employers and employees will improve as a result of a competence-based approach, which can also increase productivity.

4. **Reduced risk**

   Using a competence-based approach to training, development, and assessment, employers are able to create project teams of people with complementary skills. A trainee's record of the skills, knowledge and understanding relating to the competence standards they have achieved can be used by a future employer to identify and provide further relevant training and assessment for new skills areas. Competence standards can shape employee development and promotional paths within an organization and give employees the opportunity to learn more competencies beyond their roles. It can also provide organizations with greater ability to scale and flex as needed, thereby reducing the risk they face.

5. **Increased customer satisfaction**

   Employees who have been trained and assessed using a competence-based approach are, by the definition of the relevant competence standards, able to perform the required tasks associated with a job. The knock-on effect is that, in service-related industries, they are able to provide high service levels, thereby increasing customer satisfaction. In production or manufacturing industries, they are able to work closely to industry standards in a more effective and efficient way.

Lesson plans

This manual provides a series of lesson plans that will guide delivery of each module for the *Merchandiser* qualification. It is important for trainers to be flexible and be ready to adapt lesson plans to suit the context of the subject and the needs of their trainees.

Good teachers acknowledge that CBT means each and every trainee in the class learns at a different speed. The good teacher is prepared to throw aside the day's lesson plan and do something different (and unplanned) for the class even if it means 'writing' a lesson plan for each trainee to match their learning pace for that day or week.

Learning by doing is different from learning theory and then applying it. To learn to do something, trainees need someone looking over their shoulder saying 'it's not quite like that, it's like this', 'you do it like this because …', or even 'tell me why you chose to do it like this?'.

In this way, trainees learn that theoretical knowledge is meaningless if it is not seen in the context of what they are doing. In other words, if a trainee doesn't know why they do something, they will not do it competently (skills underpinned by knowledge = competent performer).

This is how a *Merchandiser* acquires a practical grasp of the standards expected. It's not by learning it in theory, but because those standards are acquired through correction by people who show what the standards are, and correct the trainee where they do not meet those standards, and where they repeat it correction until they have internalised those standards.

Demonstration of skill

Demonstration or modeling a skill is a powerful tool, which is used, in vocational training. The instructions for trainers for demonstration are as under:

a) Read the procedure mentioned in the Trainer Guide for the relevant Learning Unit before demonstration.
b) Arrange all tools, equipment and consumable material, which are required for demonstration of a skill.
c) Practice the skill before demonstration to trainees, if possible.
d) Introduce the skill to trainees clearly at the commencement of demonstration.
e) Explain how the skill relates to the skill(s) already acquired and describe the expected results or show the objects to trainees.
f) Carry out demonstration in a way that can be seen by all trainees.
g) Use the same tools and materials that the learner will be using.
h) Go through EACH of the steps involved in performing the skill.
i) Go SLOWLY - describe each step as it is completed.
j) Encourage the learners to move around and watch what you are doing from a number of different angles.

k) Identify critical or complex steps, or steps that involve safety precautions to be followed.
l) Explain theoretical knowledge where applicable and ask questions to trainees to test their understanding.
m) Try to involve the learners: Ask them questions about why they think the process may work that way.
n) Repeat critical steps in demonstration, if required.
o) Summarize the demonstration by asking questions to trainees.

Involvement in the process (actively seeing) is important at this stage. When you work on getting involved, getting people to participate, you make them a part of what is happening. Questions for clarification or explanation are important throughout the demonstration. It is up to the learners to ask questions about things they do not understand, but it is also important for trainers to seek out and elicit questions from learners. A trainer may need to do repeated demonstrations of difficult or complex skills.

Overview of the program

Course: Industrial Merchandiser	Total Course Duration: 300 hrs
Course Overview:	
The purpose of this training is to develop a range of skills and techniques, personal skills and attributes essential for successful performance in merchandizer sector in accordance with industry requirements. Graduates of this program may find employment in local and international textile/ garment industries	

Module	Learning Unit	Duration
Module I: Handle the Documents **Aim:** After successful completion of this module, the trainee is competent in Handling the Documents	**LU1:** Differentiate between different Documents **LU2:** Interpret different Merchandising Documents	120
Module J: Organise Store Merchandising **Aim:** After successful completion of this module, the trainee is competent in Organising Store Merchandising	**LU1:** Check Inventory according to given list **LU2:** Arrange products according to instructions	180

FORMAT FOR LESSON PLAN

Module I: Handle the Documents

Learning Unit 1: Differentiate between different documents

Methods	Key Notes	Media	Time
	The materials and techniques used for differentiating between different documents		

Introduction
This session will introduce learners to the techniques and materials used for differentiating between different documents, using presentation, demonstration, question and answer, and practical skills development.

Main Body

P1. Identify Pre-production Documents
    o Enlist Pre-production Documents content wise according to the requirement (Cost sheet, Purchase order (PO), Sales Contract, Tech-pack, Pro-Performa invoice, etc.)
P2. Identify Production Documents
    o Enlist Production Documents content wise according to the requirement (Bill of Material-BOM), Timeline sheet / production plan sheet, Sample approval sheet, etc.)
P3. Identify Post-production Documents
    • Enlist Post-production documents content wise according to the requirement (Audit / inspection sheets, Dispatch / Storage Documents, Shipping Documents, etc.)

Conclusion
To conclude the session, review the techniques and materials used for differentiating between different documents. Give learners the opportunity to ask questions.

<u>Assessment</u>
Question and answer, discussion groups with feedback, observation of practice skills development

Total time:

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Module-I

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Trainer's guidelines

Module I: 0414001006 Handle the Documents			
Learning Unit	**Suggested Teaching/ Learning Activities**	**Delivery Context**	**Media**
LU1: **Differentiate between different documents**	Start asking by discussion on differentiating between different documents. Encourage ALL trainees to participate in the discussion. Ensure that the discussion addresses the following points: 1. Identify Pre-production Documents 2. Identify Production Documents 3. Identify Post-production Documents Display a flip chart showing the following key question related to differentiating between different documents: 1. What is a difference between pre-production, production and post-production documents?' Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners. Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently. After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same procedure, also done in silence. At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing. Now ask students come on dice one by one with their paper and	Classroom	Learner guide Handouts illustrating: • Cost sheet • Purchase order (PO) • Sales Contract • Tech-pack • Pro-Performa invoice • Bill of Material (BOM) • Timeline sheet/production plan sheet • Sample approval sheet • Audit /inspection sheets • Dispatch/storage Documents • Shipping Documents etc

Module I: 0414001006 Handle the Documents

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	explain their answer and the responses written on it. Demonstrate the needed material for differentiating between different documents. Enable learners to practice using the appropriate material for differentiating between different documents in a controlled environment. Learners must be able to practice and develop their knowledge and skills relating to differentiating between different documents in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding. Then present multimedia presentation for review of all discussed topics.		

LU2:
Interpret different Merchandising Documents
	Lead a discussion on documents by relating the new topic with the past discussion through brain storming process and ask questions for finding their knowledge on past topics taught.
	Encourage all the trainees to participate in brainstorming activity
	Assign tasks to get feedback from previous learning activity and their understanding.
	Invite guest speaker from industry to explain the interpretation of documents according to requirement
	
	1. Interpret given document according to the requirement
	2. Prepare given document according to the requirement
	
	Display a flip chart showing the following key question related to interpretation of different documents:
	
	1. What is purchase order, bill of material, tech-pack, letter of credit, etc.?
	2. Write list of department requisites, pack list, points of
		Classroom	• Learner guide
			• Multimedia presentation
			• Handouts illustrating:
			
			  o Purchase Order
			
			  o Bill of Materials
			
			  o Tech-Pack
			
			  o Letter of Credit (LC)
			
			  o Departmental Requisition
			
			  o Packing List
			
			  o Quality Testing Checklist
			
			  o Dispatch List

Module I: 0414001006 Handle the Documents			
Learning Unit	**Suggested Teaching/ Learning Activities**	**Delivery Context**	**Media**
	quality testing check list, dispatch list, etc? Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners. Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed their work they will stand and come on dice and explain their answer then other learners will discuss and give their remarks on it		
	1. Assign students task of preparing documents in a controlled environment.		
	Learners must be able to practice and develop their knowledge and skills relating to interpretation and preparation of documents according to requirements.		
	Then present multimedia presentation for review of all discussed topics.		

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Module-J

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Module J: 0414001007 Organize Store Merchandising			
Learning Unit	**Suggested Teaching/ Learning Activities**	**Delivery Context**	**Media**

LU1:
 Check Inventory according to given list
	Lead a discussion through brain storming process and check their knowledge about inventory and products. Encourage all the trainees to participate in brainstorming activity and discussion Presentation on inventory reports and their preparation requirements shown to trainees and ask questions to get feedback of their understanding.
	
	 1. Read and understand inventory reports
	
	 2. Prepare Product Report according to the requirement
	
	 Assign task of preparing inventory reports in two groups discuss and ensure each trainee take part in activity allow 5 minutes to join their views then write all points on chart paper and explain points by group leader and same activity done by each group
	
	 Learners must be able to practice and develop their knowledge and skills relating to interpretation and preparation of documents according to requirements
	 Then present multimedia presentation for review of all discussed topics.
		• Classroom	• Learner guide
			
			 • Handouts :
			    o Dispatch sheet
			    o Transfer order
			    o Delivery note

Frequently Asked Questions

1. What is the importance of this certificate in National and International job market?
2. Which jobs can I get after attaining this certificate? Are there job for this certificate in public sector as well?
3. What are possible career progressions in industry after attaining this certificate?
4. Is this certificate recognized by any competent authority in Pakistan?
5. Is on-the-job training mandatory for this certificate? If yes, what is the duration of on-the-job training?
6. How much salary can I get on job after attaining this certificate?
7. Are there any alternative certificates which I can take up?
8. What is the teaching language of this course?
9. Is it possible to switch to other certificate programs during the course?
10. What is the examination / assessment system in this program?
11. Define and explain the design and Display Patterns?
12. What is Competency Based Training (CBT) and how is it different from currently offered trainings in institutes?
13. What is the passing criterion for CBT certificate?
14. What are the entry requirements for this course?
15. How can I progress in my educational career after attaining this certificate?
16. If I have the experience and skills mentioned in the competency standards, do I still need to attend the course to attain this certificate?
17. What is the entry requirement for Recognition of Prior Learning program (RPL)?
18. Is there any age restriction for entry in this course or Recognition of Prior Learning program (RPL)?

19. What is the duration of this course?

20. What are the class timings?

21. What is equivalence of this certificate with other qualifications?

22. Does this certificate enable me to work as freelancer?

Test Yourself (Multiple Choice Questions)

MODULE I	Handle the Documents		
Question 1	Which one is pre-production document	**A**	Quotation
		B	Purchase order
		C	Insurance sheet
		D	Packing list
Question 2	Which one is production document	**A**	Purchase order
		B	Fabric inventory
		C	Trim and inventory report
		D	Timeline sheet
Question 3	The list of raw materials needed to be sourced to make a garment and make it ready for shipment as per buyer's requirement.	**A**	Bill of Material
		B	Purchase order
		C	Time line sheet
		D	Sales order
Question 4	The production order consists of:	**A**	The description of style and style number
		B	
		C	Sizes
		D	order quantity
			All of above
Question 5	It consists of all the technical information regarding the specific garment style	**A**	Bill of material
		B	Order quantity
		C	Tech pack
		D	Production order

MODULE J	Organize store merchandising		

Question 1	The array of finished goods or goods used in production held by a company.	**A**	*Inventory*
		B	Supplies
		C	Good sold
		D	Production

Question 2	A summary of items belonging to a business, industry, organization, or home.	**A**	Management of things
		B	Inventory
		C	Inventory items
		D	Inventory reports

Question 3	Items that contain the quantity of the material to move and specifies the source and destination storage bins.	**A**	Transfer order
		B	Inventory item
		C	Bill of material
		D	Products sold

Question 4	A delivery note is a document sent with a shipment of goods it has:	**A**	Bill of products
		B	List of products in package
		C	Bill of material
		D	Process sheet of products

Question 5	The last unit of goods purchased is the first one to be used or sold is called:	**A**	LIFO
		B	FIFO
		C	Cross Dock
		D	None of above

Answers

Module 1 Handle the Document	
Question	**Answers**
Question 1	B
Question 2	D
Question 3	A
Question 4	D
Question 5	C

Module 2 Organise Store Merchandising	
Question	**Answers**
Question 1	A
Question 2	D
Question 3	A
Question 4	B
Question 5	A