



KULTUSMINISTER KONFERENZ

RAHMENLEHRPLAN for the apprenticeship occupations Retail salesman and retail saleswoman Salesman and saleswoman

(Resolution of the Conference of Ministers of Education and Cultural Affairs of 17.06.2004
as amended on 16.09.2016)

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Part I: Preliminary remarks

This framework curriculum for vocational instruction at vocational schools has been adopted by the Standing Conference of the Ministers and Senators of Education and Cultural Affairs of the Länder (KMK).

The framework curriculum is coordinated with the corresponding federal training regulations (issued by the Federal Ministry of Economics and Labour or the otherwise competent ministry in agreement with the Federal Ministry of Education and Research). The coordination procedure is governed by the "Joint Results Protocol of 30.05.1972". The framework curriculum basically builds on the lower secondary school leaving certificate and describes minimum requirements.

In the case of assigned occupations, the framework curriculum is divided into basic training covering a broad range of occupational fields and specialised training building on this.

On the basis of the training regulations and the framework curriculum, which regulate the objectives and contents of vocational training, the final qualification in a recognised training occupation and - in conjunction with instruction in other subjects - the vocational school leaving certificate are imparted. This creates the essential prerequisites for qualified employment and for entry into further and continuing education and training courses.

The framework curriculum does not contain any methodological specifications for teaching. Independent and responsible thinking and acting as the overarching goal of education is preferably taught in those forms of teaching in which it is part of the overall methodological concept. In principle, any methodical approach can contribute to achieving this goal; methods that directly promote the competence to act are particularly suitable and should therefore be taken into account appropriately in lesson design.

The Länder adopt the framework curriculum directly or implement it in their own curricula. In the second case, they ensure that the result of the subject-specific and temporal coordination with the respective training regulations, which is taken into account in the framework curriculum, is maintained.

Part II: Educational mission of the vocational school

The vocational school and the training companies fulfil a joint educational mandate in dual vocational training.

The vocational school is an independent place of learning. It works as an equal partner with the other parties involved in vocational education and training. It has the task of imparting vocational and general learning content to the pupils with particular regard to the requirements of vocational training.

The vocational school aims to provide basic and specialised vocational education and to extend the general education acquired beforehand. In this way, it aims to enable students to fulfil their tasks in the workplace and to help shape the world of work and society in a socially and ecologically responsible manner. It follows the regulations of the school laws of the Länder applicable to this type of school. In particular, the vocationally related teaching is also oriented towards the vocational regulations issued for each individual state-recognised training occupation on a uniform federal basis:

- Framework curriculum of the Standing Conference of the Ministers and Senators of Education and Cultural Affairs of the Länder (KMK)
- Federal training regulations for in-company training.

According to the framework agreement on the vocational school (KMK resolution of 12.03.2015), the aim of the vocational school is,

- to provide a vocational skill that combines professional competence with general skills of a human and social nature;
- develop professional flexibility to cope with the changing demands in the world of work and society, also with regard to the growing together of Europe;
- to awaken the willingness to engage in professional development and further education;
- to promote the ability and willingness to act responsibly in shaping individual lives and in public life.

To achieve these goals, the vocational school must

- orientate teaching to a pedagogy that is specific to their tasks and that emphasises manual orientation;
- impart cross-occupational and cross-field qualifications, taking into account necessary occupational specialisation;
- ensure a differentiated and flexible educational offer in order to meet different abilities and talents as well as the respective requirements of the world of work and society;
- provide comprehensive support and assistance to disabled and disadvantaged persons within the scope of their possibilities;
- point out the environmental hazards and risks of accidents associated with work and private life and show ways of avoiding or reducing them.

In addition, the vocational school shall, in general lessons and as far as it is possible within the framework of vocationally related lessons, address core problems of our time, such as

- Work and unemployment,
- peaceful coexistence of people, peoples and cultures in a world that preserves cultural identity,
- Conservation of the natural basis of life and
- Ensuring human rights

enter.

The listed goals are directed towards the development of action competence. This is understood here as the readiness and ability of the individual to behave appropriately, thoughtfully and in an individually and socially responsible manner in social, professional and private situations.

Action competence unfolds in the dimensions of professional competence, personal competence and social competence.

Professional competence refers to the willingness and ability to solve tasks and problems in a goal-oriented, appropriate, methodical and independent manner on the basis of professional knowledge and skills and to assess the result.

Personal competence refers to the willingness and ability to clarify, think through and assess development opportunities, requirements and restrictions in family, work and public life as an individual personality, to develop one's own talents and to make and develop life plans. It includes personal qualities such as independence, critical faculties, self-confidence, reliability, sense of responsibility and duty. It also includes, in particular, the development of well thought-out values and self-determined commitment to values.

Social competence refers to the willingness and ability to live and shape social relationships, to grasp and understand attentions and tensions, and to engage and communicate with others rationally and responsibly. This includes in particular the development of social responsibility and solidarity.

Methodological and learning competence grow out of a balanced development of these three dimensions.

Competence refers to learning success in relation to the individual learner and his or her ability to act on his or her own responsibility in private, occupational and social situations. In contrast, qualification is understood as learning success in relation to usability, i.e. from the point of view of demand in private, professional and societal situations (cf. German Education Council, Recommendations of the Education Commission on the Reorganisation of Secondary Level II).

Part III: Didactic Principles

The objective of vocational education and training requires that teaching be geared to a pedagogy tailored to the tasks of the vocational school, which emphasises action orientation and enables young people to independently plan, carry out and assess work tasks within the framework of their occupational activity.

Learning at vocational school basically takes place in relation to concrete vocational action as well as in diverse mental operations, including mental comprehension of the actions of others. This learning is above all linked to the reflection on the execution of actions (the action plan, the process, the results). With this grateful penetration of vocational work, the prerequisites are created for learning in and from work. This means for the framework curriculum that the description of the objectives and the selection of the contents are occupation-related.

On the basis of learning theory and didactic findings, the following points of orientation are mentioned in a pragmatic approach for the design of action-oriented lessons:

- Didactic reference points are situations that are significant for professional practice (learning for action).
- The starting point of learning is action, if possible carried out by oneself or mentally reproduced (learning by doing).
- Actions must be planned, carried out, checked, corrected if necessary and finally assessed by the learners as independently as possible.
- Actions should promote a holistic grasp of professional reality, e.g. include technical, safety, economic, legal, ecological, social aspects.
- Actions need to be integrated into learners' experiences and reflected upon in relation to their social impact.
- Actions should also include social processes, e.g. the declaration of interests or conflict management.

Action-oriented teaching is a didactic concept that interlinks subject and action system structures. It can be realised through different teaching methods.

The teaching offered by the vocational school is aimed at young people and adults who differ in terms of previous education, cultural background and experience from the training companies. Vocational schools can only fulfil their educational mandate if they take these differences into account and support pupils - including disadvantaged or particularly gifted pupils - according to their individual potential.

Part IV: Job-related preliminary remarks

This framework curriculum for the vocational training programmes for retail salespersons and retail saleswomen is coordinated with the Ordinance on the Vocational Training Programmes for Retail Salespersons and Retail Saleswomen of 13 March 2017 (BGBl. I p. 458).¹

The framework curriculum for the training occupation retail salesperson (KMK resolution of 3 March 1987) is repealed by the present framework curriculum.

Retail salespersons and sales assistants mainly sell goods, offer their customers advice and service and use merchandise management systems. They may also be involved in the service area of checkout, goods procurement, goods receipt, stock management, branding, human resources management and the interaction of online and stationary trade.

The learning fields with their target formulations are based on exemplary fields of activity. They are to be implemented didactically and methodically in such a way that they lead to professional competence. The target formulations describe the level of qualification at the end of the learning process. Supplemented by the contents, they comprise the minimum scope of competences to be taught.

The formulations of the objectives intertwine subject-specific and action-systematic references. They also integrate the use of current media, modern office communication and job-related software for obtaining and processing information. A total of at least 80 teaching hours is included in the framework curriculum for this. The foreign language objectives and content are integrated into the learning fields with 40 hours.

The arrangement of the learning fields follows the idea of the division into the two training occupations of retail salesperson and sales assistant. The learning fields in the first year of training deal with the sale of goods and the customer orientation required for this. The following learning fields in the second year focus on supporting areas of activity with procurement, storage and data processing and then return to customer orientation. The learning fields of the third year of training deal with more extensive operational situations that correspond to the training profile of a retail salesperson.

The necessary knowledge of goods depends on the assortment as well as the form of operation and sale. The vocational school uses selected goods as examples to teach techniques for acquiring knowledge of goods and thus the ability to familiarise oneself with new assortments. The shift in emphasis from the documentation function to the management and control function is consistently pursued in the framework curriculum in the development of action competences in accounting.

The dimensions of sustainability - economic, ecological and social - extend to all areas of action in retail and are integrated into the learning fields. They offer a variety of occasions for economic and merchandise ethics references.

¹ Due to the reorganisation of the Training Regulations for Vocational Training in Retailing in the Occupations of Salesperson and Retail Salesperson of 16 February 2004 (Federal Law Gazette I p. 1806), learning field 12 has been adapted in the framework curriculum and minor additions have been made in learning fields 3, 5, 10 and 14.

Part V: Learning fields

Overview of the learning fields for the training occupations Retail salesman and retail saleswoman, salesman and saleswoman				
Learning fields		Time guidelines in hours		
No.		Year 1	Year 2	Year 3
1	The retail company represents ren	80		
2	Conduct sales talks in a customer-oriented manner	80		
3	Look after customers in the cash desk service area	80		
4	Present goods	40		
5	Advertise and promote sales	40		
6	Procure goods		60	
7	Receiving, storing and maintaining goods		60	
8	Record and control business processes		60	
9	Prepare pricing policy measures and carry out		40	
10	Mastering special sales situations		60	
11	Success-oriented control of business processes			80
12	Win customers with marketing concepts and bind			80
13	Planning staff deployment and managing employees			60
14	Run a retail business and develop			60
	Totals (880 hours in total)	320	280	280

Learning Area 1: year of training	The retail enterprise Representing the 1st Time guideline: 80 hours
Target setting: The pupils present the training company. With regard to their professional activity and further development opportunities, they present the key performance areas and fields of work of their retail company. They explain the company's mission statement, the economic and ecological objectives and the overall social responsibility of the company. They inform themselves independently in the training company and keep this information up to date. They develop possibilities to obtain accessible information also about other enterprises. They assess the chosen form of enterprise in connection with the assortment and the form of sale and compare their training enterprises. They describe the organisation of their company and its integration into the overall economy. When preparing the presentation, they work on tasks independently in the group and apply problem-solving methods. They reflect on the interaction of the staff in a retail company and deal with the regulations as well as the tasks, rights and obligations of the participants in the dual system of vocational training. Taking collective bargaining in the retail trade into account, the pupils assess the significance of collective agreements and the role of the social partners in their conclusion. They reflect on the regulations under co-determination law. They recognise the necessity of social security and private provision in the Federal Republic of Germany. The pupils present and document their work results in a structured and addressee-oriented manner using appropriate media. They internalise customer orientation as the guiding principle of their professional actions.	
Contents: Working and learning techniques simple economic cycle Tasks and structure of the retail trade Occupational safety and environmental protection Company organisation and work processes Training contract Youth employment protection Sustainability Presentation techniques	

Learning Area 2:
talks

Customer-oriented sales
1st year of training
Time guideline: 80 hours

Target setting:

Pupils conduct sales talks to the satisfaction of customers and the company, using knowledge of goods, communication and sales. They master important elements of communication and sales techniques as well as techniques for acquiring essential knowledge about goods. They apply these in role plays, showing both verbal and non-verbal customer-oriented behaviour. If required, they give simple information in a foreign language according to the situation. In sales talks, they use their knowledge of goods to develop suitable sales arguments. They also include company services in the sales talk and react appropriately to customer objections. They make alternative suggestions with the aim of promoting the purchase decision and bringing it to a successful conclusion.

The pupils create catalogues of criteria for assessing match and training situations. They evaluate communication and sales situations and give appropriate feedback. They use audio and video technology, among others, as aids.

Contents:

Merchandise
presentation
consultative selling
Price-performance ratio
Supplementary offers Foreign-
language technical terms
typical foreign language phrases

Learning Area 3: cash register service area training	Serving customers in the 1st year of Time guideline: 80 hours
Target setting: The students carry out tasks in the checkout area and attend to customers in a friendly and attentive manner. You conclude sales contracts in compliance with legal and operational regulations. If necessary, you point out the use of general terms and conditions to customers. They offer services to the customer at the checkout and make additional offers. The pupils inform the customer about common payment methods and their advantages and disadvantages. They classify the payment methods with regard to their profitability for the company. The pupils process cashier transactions, taking into account customer cards and vouchers, and operate the cash register in accordance with company regulations. They prepare receipts and invoices and observe sales tax regulations. They carry out cash accounting, prepare cash reports and evaluate them. To do this, they use already known, common calculation methods. They use the cash register system as an instrument for recording sales data in the merchandise management system.	
Contents: Legal capacity and capacity to contract Nullity and voidability Obligation and performance transaction Freedom of contract Security features of banknotes Rule of three, percentage and average calculation	

Learning Area 4:

**Presenting goods
1st year of training
Time reference value: 40 hours**

Target setting:

The pupils place and present goods in a customer-oriented, sales-effective and economically sensible way. They develop criteria for an appealing presentation of goods. They develop concepts for the presentation of goods, present them and evaluate them on the basis of the criteria developed.

The pupils take into account the special features of the type of business, sales form and assortment, general rules for the presentation and placement of goods and the psychology of sales.

Contents:

Shop design visual
Merchandising
Customer run studies
Merchandise carriers
Shelf zones
Merchandise labelling
Price labelling Shop
windows

Learning Area 5:	Advertising and promoting sales 1st year of training Time guideline: 40 hours
Target setting: The pupils create an advertising plan. They articulate their own values and respect the values of others. They develop advertising measures while respecting the advertising principles and the legal framework. They also use suitable software to design and use advertising media. They evaluate the use of advertising measures in everyday sales. They take into account economic, legal and ethical limits of advertising and assess the advertising success of the measures. They weigh up the use of different types of advertising with regard to their effect on consumers. The pupils outline and evaluate typical sales promotion measures. They include services as a means of customer loyalty. They select packaging materials and ways of delivering goods according to economic and ecological aspects.	
Contents: Advertising medium Cooperative forms of advertising Direct advertising UWG Packaging Ordinance Teamwork	

Learning Area 6:

**Procure goods 2nd
year of training**

Time reference value: 60 hours

Target setting:

The pupils procure goods and take into account economic, legal and ecological aspects. They plan the procurement process on the basis of commodity management data. To do this, they determine different sources of supply, conditions and prices. They prepare and conclude purchase contracts with the help of various communication media. They take quantitative and qualitative aspects into account when making procurement decisions. They also use information technology systems. They evaluate the data obtained and present their results as a basis for decision-making.

Contents:

Quantity, time and price planning
Forms of cooperation in
purchasing Enquiry, offer, order
Purchase calculation Offer
comparison Merchandise
management system

**Learning Area 7:
and caring for goods**

**Receiving, storing
2nd year of training
Time reference value: 60 hours**

Target setting:

The pupils check the receipt of goods and ensure proper storage. They recognise breaches of duty by the supplier, document them and initiate appropriate measures to remedy them. The pupils communicate with suppliers in a problem-solving manner. They check the goods on the basis of receipts and record the articles, also using an information technology system. They store goods and observe important storage principles in the sales and/or reserve warehouse. The pupils analyse key figures, carry out stock calculations, evaluate them and show possibilities for optimisation. They take into account economic, legal and ecological aspects in the warehouse and when handling packaging.

Contents:

Material defect Notice of
defect Delay in delivery
Minimum stock, reorder level
Inventory turnover, storage period
Stocktaking, inventory
Warehouse organisation
Storage and transport regulations, safety in the
warehouse Goods care

**Learning Area 8:
processes and
training**

**Recording business
2nd year of
Time guideline: 60 hours**

Target setting:

The pupils record the company's relationships with customers and suppliers through information, money and value flows and make evaluations. They process receipts and systematically document the data resulting from operational processes in compliance with the relevant legal provisions. With the help of these records, they present the asset and financial situation of the enterprise, determine the success and discuss the essential determinants of the success of a retail enterprise.

The pupils statistically process data from the profit and loss account to prepare operational decisions. They check the recorded goods data, determine key figures and evaluate them in time and operational comparisons. In doing so, they apply commercial calculation methods and use suitable software as a documentation and information tool.

Contents:

Business cases
Balance sheet
Profit and Loss Account
Merchandise Management
System Statistics
Cost of sales, gross profit, turnover ratios

**Learning Area 9:
pricing policy measures
training**

**Prepare and implement
2nd year of
Time allowed: 40 hours**

Target setting:

The pupils prepare and implement price policy measures of the retail business. They organise their learning independently and responsibly and use suitable software. The pupils work together effectively and cooperatively.

They know the importance of the sales price as an instrument of sales policy. They classify the pricing policy in the corporate objectives of their training company. They determine internal and external influences on prices. They distinguish between cost-oriented, demand-oriented and competition-oriented pricing. The pupils calculate prices and apply abbreviated calculation procedures. They evaluate different pricing strategies. They describe reasons for different demand behaviour, also taking into account social/economic changes.

Contents:

Price Indication Ordinance
Forward costing Backward
costing Costing factor
Calculation surcharge, calculation discount
Trade margin

Learning Area 10: training	Special sales situations 2nd year of Time guideline: 60 hours
Target setting: Based on the company's philosophy, the pupils act appropriately in situations and professionally in special cases in sales. They react appropriately to the behaviour of their clients in different situations. In doing so, they use verbal and non-verbal means of expression in a targeted manner. The pupils give professional advice, if necessary also using foreign language skills and technical aids. Particularly when exchanging and complaining about goods, the pupils act in the interest of the company and the customers and observe legal and company regulations. In the advisory situation, they recognise possible conflicts, cope with stressful situations and contribute to their solution through behaviour appropriate to the situation. The pupils meet the individual requirements of their customers.	
Contents: Customer behaviour Selling during busy periods Customers in company Selling just before closing time Gift and supply purchases Warranty, guarantee, product liability Goodwill Shoplifting Sales Disruptions Financing Purchases Conflict Resolution Behaviour	

**Learning Area 11:
business processes
training**

**Success-oriented
3rd year of
Time guideline: 80 hours**

Target setting:

The pupils analyse business processes in the retail enterprise and use instruments to improve the success of the enterprise. They record the retail company's goods traffic. They prepare decisions on asset management and assess the company's profit situation. The pupils analyse the cost structure of retail businesses and allocate costs to operational sub-areas. They explain to decision-makers individual economic measures to reduce costs and establish the connection to effects at the level of the economy as a whole. The pupils use the contribution margin calculation to set sales prices and to optimise the assortment in a profit-oriented way. In doing so, they take into account the aspect of mixed costing. They determine the short-term operating profit and make suggestions for increasing profitability. The pupils calculate ratios with data from different information systems and use them for comparisons and situation assessments. They prepare statistics graphically, interpret the information and derive possible measures for optimising operational processes. They use suitable software for this purpose.

Contents:

Purchase of goods, sale of goods
Value added tax
Depreciation
Cost types, cost centres, distribution calculation
external costs
Post-calculation
Profitability ratios, efficiency
Merchandise management system
Impact on the simple economic cycle

Learning Area 12: to win and retain customers training: Winning and retaining customers	Using marketing concepts 3rd year of Time guideline: 80 hours
Target setting: The pupils understand marketing as a central task of a company in order to gain and expand a market position. The pupils inform themselves about the public relations work of their company and assess its effectiveness. The pupils use information technology systems to collect and evaluate market information and customer data. They evaluate the market position of their company in relation to competitors in stationary trade as well as in online trade. They analyse product catalogues and customer evaluations, also in price comparison portals, electronic trading platforms and online shops. They analyse sales policy instruments and develop concepts for the realisation of existing branding goals. In doing so, they take into account economic framework conditions and interactions between online trade and stationary trade. They develop time schedules and work plans for the marketing concepts, define responsibilities and document the progress of their work. They present and reflect on the results of their work. The students understand goods- and customer-specific service needs as an important approach to creating and maintaining a distinctive market position. They present the service concepts of their training companies and analyse difficulties in their implementation. The pupils develop and justify further measures for service policy in order to strengthen customer loyalty. They also deal with complaint management. They evaluate online shops and online trading platforms using selected examples. They use online marketing instruments and take legal requirements into account.	
Contents: Marketing mix Customer Relationship Management Multi-channel strategy	

**Learning Area 13:
deployment and managing employees**

**Planning personnel
3rd year of training
Time guideline: 60 hours**

Target setting:

The pupils carry out the tasks and activities of human resources management in a retail company, taking into account the objectives of human resources management. They are aware of the different interests of all parties involved. To ensure the company's performance, they analyse the number and structure of employees and participate in the determination of personnel requirements and deployment planning. They use various instruments for internal and external recruitment and compile criteria for the selection of applicants. They recognise the importance of employment contracts for the employment relationship and its termination. The pupils draw up pay slips.

The pupils know different ways of motivating employees and use them to promote the work behaviour and willingness to perform of employees.

Contents:

Conducting

Conversations Dealing
with Conflicts Human

Resources

Development Data

Protection

Establishment, supervision and termination of employment relationships

Learning Area 14: training and develop	Manage a retail business 3rd year of Time guideline: 60 hours
Target setting: The pupils think and act in entrepreneurial contexts. They explore and develop management competences, also with regard to their personal professional perspectives. They participate in the management of a company and develop concepts for the further development of the company. They present and evaluate different forms of enterprises. The pupils select suitable financing options. They distinguish between types of credit and describe exemplary credit securities. To ensure liquidity, they monitor incoming payments and take measures in case of late payment.	
Contents: Company, Commercial Register Sole proprietorship, KG, GmbH, cooperative, OHG Franchising Supplier credit, overdraft facility, loan Simple retention of title, surety, transfer of ownership by way of security Judicial dunning procedure Insolvency	

List of correspondences
between
the framework curriculum for the vocational
school and the training framework curriculum for
the company

in the apprenticeship occupations of retail salesman and retail
saleswoman and salesman and saleswoman

The list of correspondences documents the coordination of learning content between the learning venues vocational school and training company.

It is characteristic of dual vocational education and training that trainees acquire their competences at the two learning venues of vocational school and training company. There are different legal regulations for this:

- The curriculum at the vocational school is based on the framework curriculum of the Standing Conference of the Ministers of Education and Cultural Affairs.
- The in-company training is based on the training framework plan, which is part of the training regulations.

Both plans were drawn up by expert teachers and trainers in constant consultation with each other in a procedure developed jointly by the Federal Government and the Conference of Ministers of Education and Cultural Affairs for the coordination of training regulations and framework curricula in the area of vocational education and training ("Joint Results Protocol").

In the following list of correspondences, the learning fields of the framework curriculum are assigned to the positions of the training framework curriculum in such a way that the temporal and factual coordination becomes clear. It can thus be a tool to improve and intensify the co-operation of the learning locations on site.

BIBB: Annen, AB 4.2/

KMK: Päßler; RLP-A: Schuster

**List of correspondences
between the training framework plan and the framework
curriculum**

of the vocational trainings

to become a salesperson and a retail
salesman/ -woman.
as a retail saleswoman

Status 21 July 2016

Training framework curriculum Status: 21.07.2016					Framework curriculum Status: 21.07.2016				
Apprenticeship training position	Training year				School year				Learning fields
	1	2	3	4	1	2	3	4	
Section A: Occupational profile-giving skills, knowledge and abilities in the compulsory qualification units									
1. Goods and services offered by the supplier. education company	X				X	X			1,2,3,4,5,7
a) Provide customers with information on the range of goods offered by the company	X				X	X			1,2,4,7
(b) structure the product areas in which training is provided into product groups with different articles and types and classify them in the operational product range	X				X	X			1,2,4,7
(c) use sources of information to acquire knowledge about goods	X				X	X			1,2,4,7
d) inform customers about the properties and possibilities of using goods from at least one product area in which training is provided, taking into account aspects of sustainability.	X				X	X			1,2,3,4
e) inform customers about the range of services offered by the company	X				X				1,2,4,5,7
f) apply product labelling, technical terms and customary trade descriptions, including those in foreign languages, for goods and services					X	X			1,2,3,4,
2. Presentation of goods and advertising measures		X			X	X			2,3,4,5,9
a) develop and implement concepts for an appealing presentation of goods, taking into account the form of operation, sales and storage, the range of goods and target groups, general rules for the presentation of goods, the placement of goods as well as psychological sales findings.		X			X				2,3,4,5
b) Offer places according to ab-		X			X				2,3,4,5

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select goods according to sales-promoting aspects and place and present them in a sales-promoting manner using the usual decoration materials.								
c) make price changes within the framework of operational and legal requirements		X			X	X		2,3,4,5,9
d) use advertising material and advertising media taking into account the legal framework and the company's requirements		X			X			2,3,4,5
e) inform customers about promotional activities		X			X			2,3,4,5
f) plan, carry out and evaluate competitor observations, suggest improvements for own business		X			X	X		2,4,5,9
g) develop, justify and implement proposals for improvements in the presentation of goods		X			X			4,5
3. Price calculation		X				X		4,6,7,8,9
(a) perform calculations for sourcing and price calculations		X				X		6,9
b) carry out the awarding of prizes within the framework of the operational and legal requirements.		X				X		4,7
c) Consider the possibilities of pricing in the calculation.		X				X		6,9
d) develop proposals for price changes and assess the consequences of price changes for sales, turnover and profit		X				X		6,8,9
4. Inventory control		X				X		6,7,8,10
(a) record goods movements accurately and promptly in the inventory management system, using information systems and complying with security requirements		X				X		
(b) assist in the management of stock and sales by using the commodity economic system		X				X		6,7

c) Check receipts and take appropriate action in case of discrepancies.		X				X			6,7,8
(d) check stocks for quantity and quality		X				X			6,7,8
e) assist in the preparation and implementation of inventories, observe the legal provisions and use working and organisational tools.		X				X			7,8
f)Take measures to avoid inventory discrepancies.		X				X			7,8,10
(g) take the usual measures in the event of stock deviations, in particular due to breakage, spoilage, shrinkage and theft		X				X			4,7,8,10
5. Receipt and storage of goods		X				X			7
a) Check the quantity of goods and the packaging for transport damage and, if necessary, initiate the usual measures.		X				X			7
b) check goods receipts and freight documents, taking into account the company's specifications		X				X			7
c)store and care for goods properly		X				X			7
(d) use and maintain aids for moving goods, taking into account ergonomic requirements		X				X			7
(e) observe storage principles, carry out stock checks		X				X			7
f)Evaluate warehouse ratios and derive optimisation possibilities.		X				X			7
g) take into account economic and ecological requirements in the warehouse and when handling packaging, in particular use energy sparingly		X				X			7
6. Selling goods	X					X	X		1,2,3,10
a) respond in a friendly manner to customers with priority over other work and helpful,	X					X	X		2,3,10

Use verbal and non-verbal forms of communication and react to customer behaviour in a way that is appropriate to the situation.								
b) determine the wishes of customers in information, counselling and sales talks using questioning and conversation techniques, make offers and respond to customer objections and arguments in a sales-promoting manner.	X				X	X		2,3,10
c) apply knowledge about goods in discussions with customers	X				X	X		2,10
d) offer complementary, replacement and additional articles as well as services and promote the purchase decision	X				X	X		2,10
(e) sell goods in a customer and service-oriented manner, taking into account the form of operation and sale and complying with legal requirements, thereby contributing to customer loyalty	X				X	X		1,2,3,10
f) respond appropriately to complaints, reclamations and exchange requests, take into account company regulations when dealing with them and cooperate in the appropriate resolution of conflicts	X				X	X		2,3,10
g) reflect on, evaluate and improve one's own sales behaviour	X				X	X		2,10
7. Service area cash desk	X				X			3
a) prepare and operate the cash register in compliance with the company's cashing instructions	X				X			3
b) assess the checkout area from an ergonomic point of view and adjust their own behaviour accordingly	X				X			3
c) process cash and non-cash payments, taking into account price discounts and observing precautionary measures when accepting payments	X				X			3

(d) prepare purchase receipts; and	X				X				3
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Handling exchanges and complaints at the cash desk								
e) communicate with customers in a service-oriented manner when working at the cash desk, handle stressful situations at the cash desk	X				X			3
f) carry out the cash accounting, prepare the cash report, pass on receipts and vouchers and determine the causes of cash discrepancies.	X				X			3
Section B: occupational profile-defining skills, knowledge and abilities in the elective qualifications; one of these must be shown in the training contract:								
8. Ensuring the presence of the wa- ter		X			X	X		3,6,7,8
a) check incoming goods in compliance with the legal regulations and company requirements, record them with the company information system and initiate customary measures in the event of deviations		X				X		7,8
b) document any defects recognisable on receipt of the goods in compliance with the statutory and customary provisions on receipt of the goods.		X				X		7
c) Record complaints, in particular breakage, spoilage and shrinkage, and coordinate and implement appropriate measures with internal and external suppliers.		X				X		6,7
d) Determine optimal stock levels, analyse the effects of too high and too low stock levels and derive proposals for stock optimisation.		X				X		7
e) control and monitor the flow of goods using the merchandise management system		X			X	X		3,6,7,8
f) monitor the availability of the supply of goods, taking into account seasonal, demand-, action- and frequency-related factors as well as regional peculiarities, and initiate appropriate measures if necessary		X				X		6,7,8

g) Implement quality management measures in warehousing.		X				X			7
9. Advice to customers		X				X	X		2,3,8,10
a)Conduct sales and advisory talks in a success-oriented manner and apply in-depth knowledge from one product area with at least two product groups.		X				X	X		2,10
b)Inform customers about quality- and price-determining as well as sustainability-related characteristics and about possible uses of the articles and varieties.		X				X	X		2,10
c)highlight differences between manufacturer's brands and private labels in sales and counselling discussions.		X				X	X		2,10
d)Emphasise the importance of quality and cachets in sales and counselling talks.		X				X	X		2,10
e) Observe trends and current developments and use them as a sales argument.		X				X	X		2,10
f)Identify customers' buying motives and wishes by observing, actively listening and asking questions and take these into account in sales and advisory discussions.		X				X	X		2,10
g)differentiate between customer typologies and behavioural patterns and use the knowledge of these in a sales-promoting manner in individual sales and counselling talks.		X				X	X		2,10
h) Identify causes of conflict, deal with emotional situations and stressful situations in sales and apply strategies for dealing with difficult customers.		X				X	X		2,10
i) deal with special cases in sales, applying legal and operational regulations		X					X		10
j) the importance of a successful		X				X	X		2,8,10

Explain rich sales activity in terms of turnover, revenue, customer satisfaction and customer loyalty, paying particular attention to the need for teamwork.								
k) handle exchanges, complaints and claims, acting in a customer-oriented manner and complying with legal and operational requirements		X			X	X		2,3,10
10. cash register data and customer service		X			X	X		3,8
a) Addressing customers at the checkout in a manner appropriate to the situation		X			X			3
b) offer services to customers during the checkout process		X			X			3
c) carry out cashiering operations in accordance with the system and take into account the importance of the cash register for the control of the flow of data and goods.		X			X	X		3,8
d) Evaluate cash reports, in particular with regard to articles, means of payment, use of personnel and sales promotion measures.		X			X	X		3,8
e) Process exchanges, complaints and claims, acting in a customer-oriented manner and complying with legal and operational requirements.		X			X			3
f) prepare the transport of money and ensure the availability of change on the basis of the cash accounting.		X			X			3
g) in the event of faults in the cash register system, initiate measures to back up data and restore functionality		X			X			3
11. advertising and sales promotion		X			X	X		2,3,5,9
a) Evaluate the relationships between advertising media and advertising media.		X			X			5
b) Evaluate advertising costs and advertising results		X			X			5

c) Select and use advertising material and media in a target- and cost-oriented manner.		X			X				5
d) Evaluate the effects of pricing policy measures and make proposals.		X			X	X			5,9
e) Implement visual sales promotion measures and take customer expectations into account.		X			X				4,5
f) address the different senses in the presentation of goods and take sales psychology aspects into account.		X			X				4,5
g) Use customer service measures to promote sales success.		X			X				2,5
h) plan, implement and evaluate actions to promote customer loyalty		X			X				2,3,5
i) Carry out checks on advertising success and derive suggestions for improvement.		X							5
Section C: cross-qualification skills, knowledge and abilities to be taught in an integrative manner:									
12. vocational training, labour and social law regulations	X				X				1
a) describe the essential contents and components of the training contract, identify the rights and obligations arising from the training contract and describe the tasks of the parties involved in the dual system.	X				X				1
b) compare the company training plan with the training regulations	X				X				1
c) observe labour, social and co-determination regulations as well as collective bargaining and working time regulations applicable to the field of work.	X				X				1
d) explain positions of the own payroll accounting	X				X				1
e) justify the opportunities and requirements of lifelong learning for professional and personal development and explain the different ways in which this can be achieved.	X				X				1

the competences they have acquired.									
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terdevelop									
f) apply learning and working techniques as well as methods of self-directed learning and use professionally relevant sources of information	X				X				1
g) present career advancement and development opportunities.	X				X				1
13. importance and structure of the retail trade and the training company	X				X				1,4
a) explain the function of the retail trade for the economy as a whole and for the company	X				X				1
b) explain the legal form and the organisational structure of the training company with its tasks and responsibilities as well as the interrelationships between the business processes.	X				X				1
c) assess the influence of the location, the form of operation and sales, the distribution channels, the assortment and pricing as well as the design of the salesroom on the position of the training company in the market.	X				X				1,4
14 Information and communication	X				X	X			1,2,3,5,6,7,8,10
a) respectfully, appreciatively and trustingly help to shape the cooperation within the team.	X				X	X			1,2,3,5,6,7,8,10
b) justify the necessity of operational personnel planning and contribute to its implementation	X				X				1,2,3,10
c) give and accept appropriate feedback	X				X	X			1,2,5,6,7,8,10
d) Identify the causes of conflicts and communication problems and contribute to their resolution.	X				X	X			1,2,3,5,6,7,8,10
e) use information and communication systems	X				X	X			1,2,3,5,6,7,8
(f) collect, secure and maintain data using standard operating procedures, data protection and data security	X				X	X			3,7,8,9,10

ten								
15 Safety and health at work	X	X			X			1
a) Identify hazards to safety and health at the workplace and take measures to avoid the hazards.	X	X			X			1
b) apply occupational safety and accident prevention regulations.	X	X			X			1
c) describe behaviour in case of accidents and initiate first measures	X	X			X			1
d) apply regulations of preventive fire protection, describe fire behaviour and take measures for fire-fighting.	X	X			X			1
16. environmental protection In order to avoid operational environmental pollution in the occupational sphere of influence, the following measures must be taken carry, in particular	X	X			X	X		1,2,4,5,6,7
a) explain possible environmental impacts of the training company and its contribution to environmental protection using examples	X	X			X	X		1,2,5,6,7
b) apply environmental protection regulations applicable to the training company	X	X			X	X		1,2,5,6,7
c)Use the possibilities of economical and environmentally friendly energy and material use.	X	X			X	X		1,2,4,5,6,7
d) Avoiding waste and disposing of substances and materials in an environmentally friendly way.	X	X			X	X		1,4,5,6,7

Retail salesman/woman

Section A: cross-occupational profile skills, knowledge and abilities that cross elective qualifications									
1. the range of goods and services offered by the training company	X				X		X		1,2,4,6,7,12
a) Provide customers with information on the range of goods offered by the company	X				X		X		1,2,4,6,12
(b) structure the product areas in which training is provided into product groups with different articles and types and classify them in the operational product range	X				X		X		1,2,4,6,12
(c) use sources of information to acquire knowledge about goods	X				X				1,2,4
d) inform customers about the properties and possibilities of using goods from at least one product area in which training is provided, taking into account aspects of sustainability.	X				X				1,2,4
(e) inform customers about the services offered by the enterprise	X				X				1,2,4
f) apply product labelling, technical terms and customary trade descriptions, including those in foreign languages, for goods and services	X				X				1,2,4,6,7
2. Presentation of goods and advertising measures		X			X	X	X		2,3,4,5,9,12
a) develop and implement concepts for an appealing presentation of goods, taking into account the form of operation, sales and storage, the range of goods and target groups, general rules for the presentation of goods, the placement of goods as well as psychological sales findings.		X			X		X		4,5,12
(b) select display areas according to sales-promoting aspects and place and present goods in a sales-promoting manner using customary decoration means		X			X				4,5

c) make price changes within the framework of operational and legal requirements		X			X	X	X		2,3,4,5,9,12
d) use advertising material and advertising media taking into account the legal framework and the company's requirements		X			X				4,5
e) inform customers about promotional activities		X			X		X		4,5,12
f) plan, carry out and evaluate competitor observations, suggest improvements for own business		X			X	X	X		4,9,12
g) develop, justify and implement proposals for improvements in the presentation of goods		X			X		X		4,5,12
3. Price calculation		X			X	X			4,6,7,8,9
(a) perform calculations for sourcing and price calculations		X				X			6,9
b) carry out the awarding of prizes within the framework of the operational and legal requirements.		X			X	X			4,7,9
c) Possibilities of pricing during calculation take into account		X				X			9
d) develop proposals for price changes and the consequences of price changes for sales, turnover and Assess yield		X				X			8,9
4. Inventory control		X				X			7,8,10
(a) record goods movements accurately and promptly in the inventory management system, using information systems and complying with security requirements		X				X			7,8
(b) assist in the management of stock and sales by using the commodity economic system		X				X			7,8
c) Check receipts and take appropriate action in case of discrepancies.		X				X			7,8
(d) check stocks for quantity and quality		X				X			7,8

e) assist in the preparation and implementation of inventories, observe the legal provisions and use working and organisational tools.		X				X			7,8
f)Take measures to avoid inventory discrepancies.		X				X			7,8
(g) take the usual measures in the event of stock deviations, in particular due to breakage, spoilage, shrinkage and theft		X				X			4,7,8,10
5. Receipt and storage of goods		X				X			7
a) Check the quantity of goods and the packaging for transport damage and, if necessary, take the usual measures.		X				X			7
b) check goods receipts and freight documents taking into account the company's specifications		X				X			7
c)store and care for goods properly		X				X			7
(d) use and maintain aids for moving goods, taking into account ergonomic requirements		X				X			7
(e) observe storage principles, carry out stock checks		X				X			7
f)Evaluate warehouse ratios and derive optimisation possibilities.		X				X			7
g) take into account economic and ecological requirements in the warehouse and when handling packaging, in particular use energy sparingly		X				X			7
6. Selling goods	X					X	X		1,2,3,10,13
a) approach customers in a friendly and helpful manner, giving priority to other work, use verbal and non-verbal forms of communication and respond to customer behaviour in a way appropriate to the situation.	X					X	X		2,10
b) the wishes of customers in	X					X	X		2,10

Identify information, advice and sales talks using questioning and conversation techniques, make offers and respond to customer objections and arguments in a sales-promoting manner.									
c) apply knowledge about goods in discussions with customers	X				X	X			2,10
d) offer complementary, replacement and additional articles as well as services and promote the purchase decision	X				X	X			2,10
(e) sell goods in a customer and service-oriented manner, taking into account the form of operation and sale and complying with legal requirements, thereby contributing to customer loyalty	X				X	X			2,10
f) respond appropriately to complaints, reclamations and exchange requests, take into account company regulations when dealing with them and cooperate in the appropriate resolution of conflicts	X				X	X			2,3,10
g) reflect on, evaluate and improve one's own sales behaviour	X				X	X	X		2,10,13
7. Service area cash desk	X					X			3
a) prepare and operate the cash register in compliance with the company's cashing instructions	X					X			3
b) assess the checkout area from an ergonomic point of view and adjust their own behaviour accordingly	X					X			3
c) process cash and non-cash payments, taking into account price discounts and observing precautionary measures when accepting payments	X					X			3
d) Create purchase receipts and handle exchanges and complaints at the cash desk.	X					X			3
e) communicate with customers in a service-oriented manner when cashiering, deal with stressful situa-	X					X			3

ations at the cash desk be-									
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wältigen								
f) carry out cash accounting, prepare the cash report, pass on receipts and vouchers and determine the causes of cash discrepancies.	X					X		3
8. Retail processes			X		X	X	X	1,2,3,5,6,7,8,9,10,11,12,13,14
a) present the organisation, services and tasks along the value chain of the training company. place			X		X	X	X	1,8,11
b) classify the core processes of retail trade - purchasing, assortment design, logistical processes and sales - in the value-added chain, justify interactions, assess interrelationships and interfaces, identify weak points and sources of error and develop improvements for process design. Propose a meeting			X		X	X	X	1,8,11
c) Justify optimisation possibilities at the interfaces to suppliers and manufacturers from a sales perspective and develop proposals for their implementation.			X			X		6,7,8,11
d) design sales work processes with the aim of customer orientation and taking into account the interactions with other retail processes			X		X	X	X	2,3,8,10,11,13
e) use the supporting processes of accounting, human resources management, branding, IT applications and merchandise management analyses in their own work area and make suggestions for optimising cooperation.			X		X	X	X	5,7,8,11,12,13
f) support controlling as an information and control instrument and use the results of controlling			X			X	X	8,9,11
g) develop and implement quality assurance measures			X			X	X	8,11

h) contribute to the implementation of corporate sustainability objectives		X				X	X		8,11,14
Section B: occupational profile-defining skills, knowledge and abilities in the elective qualifications pursuant to § 5 (3); one of these must be shown in the training contract:									
9. Ensuring the presence of the wa- ter		X				X			3,6,7,8
a) check incoming goods in compliance with the legal regulations and company requirements, record them with the company information system and initiate customary measures in the event of deviations		X				X			7
b) document any defects recognisable on receipt of the goods in compliance with the statutory and customary provisions on receipt of the goods.		X				X			7
c) Record complaints, in particular breakage, spoilage and shrinkage, and coordinate and implement appropriate measures with internal and external suppliers.		X				X			6,7
d) Determine optimal levels, analyse the effects of too high and too low levels and derive proposals.		X				X			7,8
e) control and monitor the flow of goods using the merchandise management system		X				X			7,8
f)check the availability of the supply of goods, taking into account seasonal, demand-, action- and frequency-related influencing factors as well as regional peculiarities and, if necessary, initiate appropriate measures.		X				X			3,6,7
g) Implement quality management measures in the maintenance of the lager.		X							7
10. advising clients		X				X	X		1,2,3,6,9,10
a)conduct sales and counselling talks in a success-oriented manner, applying in-depth knowledge from a product area with at least two product groups		X				X	X		2,10

b) Inform customers about quality and price-determining as well as sustainability-related characteristics and about possible uses of the articles and varieties.		X			X	X			2,9,10
c) highlight differences between manufacturer's brands and private labels in sales and counselling discussions.		X			X	X			2,6,9,10
d) Emphasise the importance of quality and cachets in sales and counselling talks.		X			X	X			2,6,10
e) Observe trends and current developments and use them as a sales argument.		X			X	X			2,6,10
f) Identify customers' buying motives and wishes by observing, actively listening and asking questions and take these into account in sales and advisory discussions.		X			X	X			2,10
g) differentiate between customer typologies and behavioural patterns and implement them in a sales-promoting manner in individual sales and counselling talks.		X			X	X			2,10
h) Identify causes of conflict, deal with emotional situations and stressful situations in sales and apply strategies for dealing with difficult customers.		X			X	X			2,10
i) deal with special cases in sales, applying legal and operational regulations		X			X	X			2,3,10
j) explain the importance of successful sales activities in terms of turnover, profit, customer satisfaction and customer loyalty, taking particular account of the need for teamwork.		X			X	X			1,2,3,10
k) handle exchanges, complaints and claims, acting in a customer-oriented manner and applying legal and operational requirements		X			X	X			2,3,10

11. cash register data and customer service					X				2,3,10
a) Addressing customers at the checkout in a manner appropriate to the situation		X			X				3
b) offer services to customers during the checkout process		X			X				3
c) carry out cashiering operations in accordance with the system and take into account the importance of the cash register for the control of the flow of data and goods.		X			X				3
d) Evaluate cash reports, in particular with regard to articles, means of payment, use of personnel and sales promotion measures.		X			X				3
e) handle exchanges, complaints and claims, acting in a customer-oriented manner and applying the legal and operational requirements		X			X				2,3,10
f) prepare the transport of money and ensure the availability of change on the basis of the cash accounting.		X			X				3
g) in the event of faults in the cash register system, initiate measures to back up data and restore functionality		X			X				3
12. advertising and sales promotion					X	X	X		4,5,8,9,10,11,12
a) Evaluate the relationship between advertising media and advertising media as well as advertising costs and advertising success.		X			X				5
b) Select and use advertising media and advertising media in a target- and cost-oriented manner.		X			X				4,5
c) Evaluate the effects of pricing policy measures and derive proposals.		X			X	X			5,8,9
d) Implement visual sales promotion measures and take customer expectations into account.		X			X				4,5
(e) to appeal to the different senses in the presentation of goods and to be sales-oriented.		X			X				4,5

Psychological aspects be-									
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take into account								
f) use customer service measures to promote sales success		X			X	X		2,3,10
g) plan, implement and evaluate actions to promote customer loyalty		X			X	X	X	2,3,5,10,12
h) Carry out advertising success checks and derive suggestions for improvement.		X			X	X	X	5,8,11,12
Section C: occupational profile-defining skills, knowledge and abilities in the elective qualifications pursuant to § 5 (4); three of these must be shown in the training contract, including at least one from the ongoing Numbers 1 to 3:								
1. Advising clients in complex situations			X		X	X	X	2,3,10,13
a) apply in-depth knowledge of a product area with at least two product groups in the counselling interview, thereby making the company's performance promises to Represent customers			X			X		10
b) Identify customers' buying motives and wishes by observing, actively listening to and asking questions, and apply these in sales and advisory discussions. take into account			X			X		10
c) use communication techniques in the counselling interview to promote customer satisfaction.			X			X		10
d) Reflect on self-image and the image of others and take this into account in communication.			X			X		10
e) Inform customers about quality and price determining characteristics as well as about possible uses of the goods.			X		X	X		2,10
f) Highlight the characteristics of manufacturer brands and retail brands in the counselling interview.			X		X	X		2,10

g)emphasise the importance of quality and quality labels of goods in counselling talks			X		X	X			2,10
h)assess the health and environmental compatibility as well as the sustainability of goods and inform customers thereof			X		X	X			2,10
i)Convincingly counter objections from customers and promote the conclusion of the sale.			X		X	X			2,3,10
j) Observe trends and current developments and use them as a sales argument.			X		X	X			2,10
k)Use information sources to acquire commodity-related knowledge.			X		X	X			2,10
l)Inform customers about legal and operational take-back regulations as well as about environmentally friendly ways of disposing of goods.			X		X	X			2,10
m)Resolve exchanges, complaints and claims, even in difficult situations, applying legal and operational rules, representing the interests of the company and acting in a customer-oriented manner.			X		X	X			2,3,10
n)analyse the causes of conflicts in sales situations and derive conclusions for future sales talks.			X		X	X	X		2,10,13
o)Identify stress-triggering factors and apply stress management strategies.			X		X	X	X		2,10,13
2. Procurement of goods			X			X	X		6,7,8,11

a) the goods requirements for the training assortment, taking into account key figures from the inventory management system and future sales-relevant Determine the events			X			X	X		6,7,8,11
(b) dis- pose goods, taking into account ordering procedures and delivery modalities			X			X			6
c)control the compliance with contractual and payment conditions from procurement contracts and initiate appropriate measures in case of deviations			X			X	X		6,8,11
(d)take and evaluate measures to ensure the completeness of the goods			X			X			6,7
e)Develop proposals for the design of the product range after evaluating economic data, paying particular attention to turnover, trade margin, quality, trends, target groups, location, sustainability and the competitive situation,			X			X	X		6,7,8,11
(f) assist in the removal and re-admission of goods			X			X	X		6,7,8,11
3. Inventory control			X			X	X		7,8,11
(a) compile, maintain and evaluate stock statistics			X			X	X		7,8,11
b) Analyse stock and turnover figures and use the corresponding statistics.			X			X	X		7,8,11
c)Derive measures to increase turnover, improve earnings and optimise the portfolio and develop and implement implementation proposals			X			X	X		7,8,11
d) Control stocks of goods in a profit-oriented manner, taking into account the order proposals of the merchandise management system.			X			X	X		7,8,11

e) Identify causes for inventory differences, develop proposals for measures to avoid inventory differences and assist in their implementation.			X			X	X		7,8,11
4. Commercial management and control			X			X	X		7,8,9,11,13
a) Analyse the results of cost and activity accounting and derive conclusions.			X			X	X		8,9,11
b) Analyse the results of the operating income statement and develop possibilities for improvement, in particular with regard to gross profit.			X			X	X		8,9,11
c) Create and evaluate statistics			X			X	X		7,8,11
d) determine and evaluate operational key figures, derive conclusions, propose measures and participate in their implementation			X			X	X		8,11
(e) assess the impact of different factors, in particular pricing, inventory and costs, on costing and revenue.			X			X	X		8,11
f) propose measures for the improvement of operational work processes and participate in their implementation			X			X	X		8,11,13
5. marketing measures			X		X		X		4,5,11,12
a) analyse and assess the market situation at the location with special consideration of economic and regional aspects			X				X		12
b) evaluate the market presence of competitors in stationary trade and online trade and develop and justify proposals for marketing measures, taking into account competition law requirements.			X				X		12
c) Use instruments of market observation, results of market research on purchasing behaviour Evaluate and make suggestions			X				X		12

derive and justify the use of branding instruments								
d) Distinguish between the information and purchasing behaviour of target groups, derive consequences, propose measures and participate in their implementation.			X				X	12
e) develop and implement sales promotion measures taking into account strong and weak sales zones and taking into account operational requirements			X		X		X	4,5,12
f) Plan and implement placements in the sales area and assess their effects.			X		X		X	4,5,12
g) use product information for sales promotion in a customer-oriented way			X		X		X	4,5,12
h) prepare, carry out and evaluate performance reviews and derive suggestions for improvements			X				X	11,12
6. Online trade			X		X	X	X	2,5,6,7,8,11,12
a) Comply with legal requirements when managing an online shop.			X		X		X	5,6,7,12
b) Consider interactions between online trade and stationary sales			X		X		X	5,6,7,12
c) maintain the product catalogue in the online shop			X				X	12
d) Use online marketing tools and evaluate search engine ranking.			X		X		X	1,12
e) advise customers on online purchases			X		X		X	2,12
f) Evaluate feedback from customers in online retailing and derive suggestions for improvement for the company's multi-channel strategy from it			X				X	12
g) Determine and evaluate key figures for the online shop.			X			X	X	8,11,12

(h) measures to improve the The range of products is			X			X	X		5,6,7,12
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The company is proposing a range of products and services, logistics processes and marketing measures as part of a multi-channel strategy.								
i) further develop online trading with IT service providers and initiate measures to remedy faults.			X			X		12
7. Employee management and -development			X		X	X		1,13,14
a) Derive action plans for personnel development from operational objectives, check achievement of objectives and make adjustments.			X			X		13,14
b) consider the importance of motivation and self-responsibility in staff management,			X			X		13,14
c) Conduct and reflect on result-oriented discussions with staff and team meetings.			X			X		13,14
d) Reflect on the effects of verbal and non-verbal communication as well as the differences between self-image and the image of others and use them in staff management.			X			X		13
e) apply conflict resolution techniques to improve motivation, work climate and work performance			X			X		13
f) use methods of self- and time management			X		X	X		1,13
g) constructively support employees in their work and promote cooperation within the team.			X			X		13
h) derive and implement personnel development measures from personnel deployment and personnel requirement planning as well as from employee potential and qualification needs			X			X		13,14
i) Create staff scheduling			X			X		13
j) labour and social law Regulations for personnel			X		X	X		1,13

Apply planning and staffing								
8. Preparation for entrepreneurial independence			X				X	12,13,14
a) Assess opportunities and risks for a trading company, develop a business concept taking innovations into account.			X				X	14
b) Evaluate market research data and location analyses and use them for the business concept.			X				X	12,14
c)critically reflect on personal and professional competences for entrepreneurial autonomy.			X				X	14
d) select a suitable legal form for the enterprise and prepare, present and justify a business plan.			X				X	14
e) Identify staffing needs and select recruitment options			X				X	13,14
f)plan the company's finances, taking into account sources of financing and funding opportunities			X				X	14
g) take necessary insurance and tax obligations into account in the planning process.			X				X	14
h) Use key figures of the company evaluation, derive measures from them and take sustainability into account.			X				X	11,14
Section D: Skills, knowledge and abilities to be taught integratively across elective qualifications								
9. Vocational training, labour and social law regulations	X					X	X	1,13
a) describe the essential contents and components of a training contract, identify rights and obligations arising from the training contract and describe the tasks of the participants in the dual system	X					X		1
b) Compare the company training plan with the training regulations.	X					X		1

c)observe labour, social and co-determination regulations as well as collective bargaining and working time regulations applicable to the working area	X				X		X		1,13
d) explain positions of the own payroll accounting	X				X		X		1,13
e) justify the opportunities and requirements of lifelong learning for professional and personal development and further develop one's own competences	X				X		X		1,13
f) apply learning and working techniques as well as methods of self-directed learning and use professionally relevant sources of information.	X				X		X		1,13
g) Present career advancement and further development opportunities.	X				X		X		1,13
10. importance and structure of the retail trade and the training company	X				X		X		1,12
a) Explain the function of retail trade for the economy as a whole and for society.	X				X				1
b) Explain the legal form and the organisational structure of the training company with its tasks and responsibilities as well as the interrelationships between the business processes.	X				X				1
c)assess the influence of the location, the form of operation and sales, the distribution channels, the assortment and pricing as well as the design of the salesroom on the position of the training company in the market.	X				X		X		1,12
11 Information and communication	X				X	X	X		1,2,3,5,6,7,8,10,11,12,13
a) Shape the cooperation within the company in a respectful, appreciative and trusting manner within the team.	X				X	X	X		1,2,5,6,7,8,13
b) Justify the necessity of operational personnel planning and contribute to its implementation.	X				X		X		1,2,13
c) Appropriate feedback	X				X	X	X		1,2,5,6,7,8,11,13

Give and accept								
d) Identify the causes of conflicts and communication problems and contribute to their resolution.	X				X		X	2,3,13
e) use information and communication systems	X				X	X	X	2,5,6,7,8,10,11,13
f) record, secure and maintain data using standard operating procedures, observe data protection and data security	X				X	X	X	2,5,6,7,8,10,11,12,13
12. security and Health protection at work	X	X			X			1
a) identify hazards to safety and health at the workplace and take measures to avoid them	X	X			X			1
b) apply occupational safety and accident prevention regulations.	X	X			X			1
c) describe behaviour in case of accidents and initiate first measures	X	X			X			1
d) apply regulations of preventive fire protection; describe behaviour in case of fire and take measures to fight fire	X	X			X			1
13. environmental protection In order to avoid operational environmental pollution in the occupational sphere of influence, the following measures should be taken carry, in particular	X	X			X	X		1,5,6,7
a) explain possible environmental impacts of the training company and its contribution to environmental protection using examples	X	X			X	X		1,5,6,7
b) apply environmental protection regulations applicable to the training company	X	X			X	X		1,5,6,7,14
c) Use the possibilities of economical and environmentally friendly energy and material use.	X	X			X	X		1,5,6,7,14
d) Avoiding waste; disposing of substances and materials in an environmentally friendly way.	X	X			X	X		1,5,6,7

