



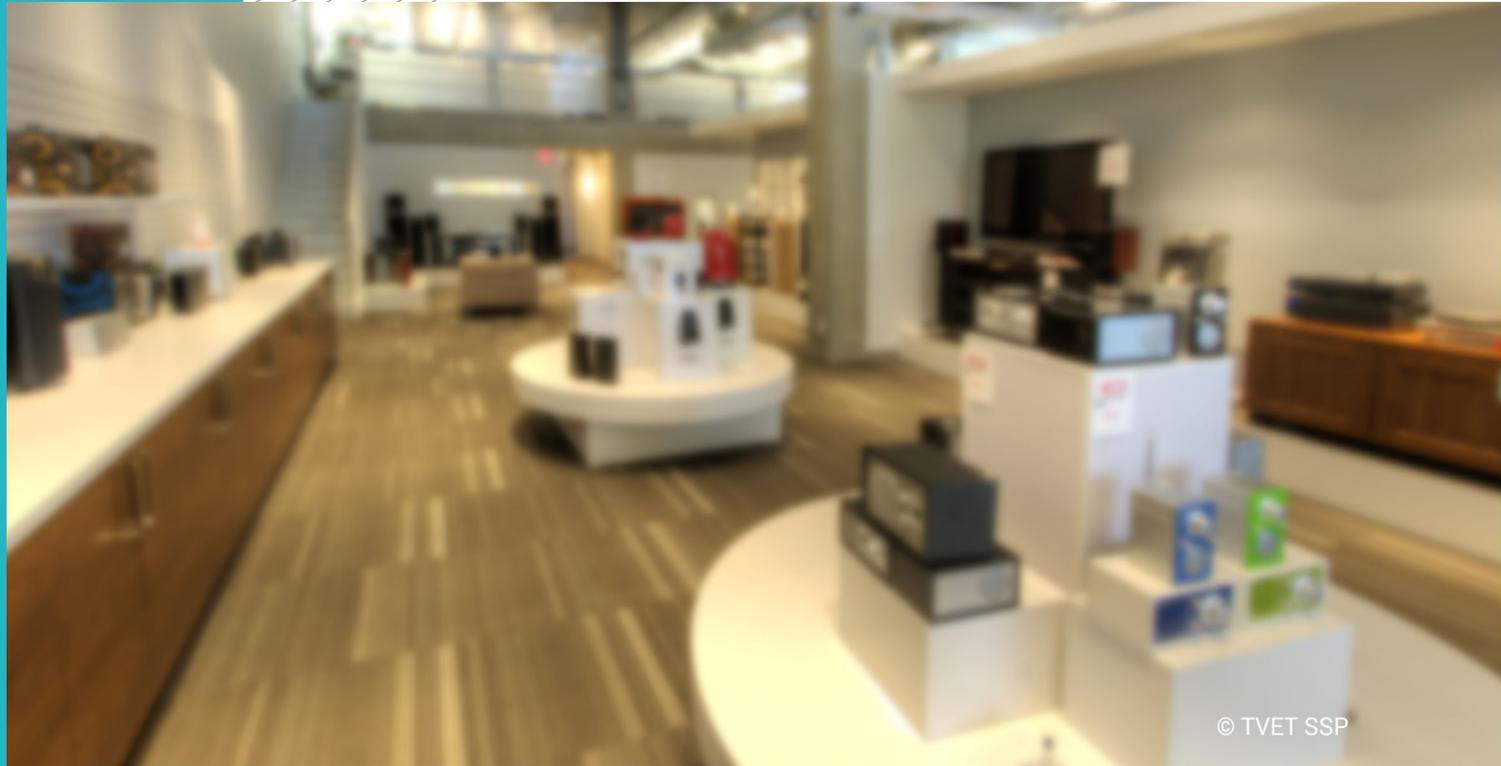
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TRAINER GUIDE

National Vocational Certificate Level 2

Version 1 - November, 2019



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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 P: Identify Vendor Aim: After successful completion of this module, the trainee is competent in Identifying Vendor	LU1: Determine Merchandising Requirements LU2: Select Vendor as per requirement and criteria	70
Module Q: Perform Product Costing Aim: After successful completion of this module, the trainee is competent in Performing Product Costing	LU1: Calculate direct Costs LU2: Calculate indirect Costs LU3: Calculate Offered price LU4: Negotiate product price	70
Module R: Perform Store Merchandising Aim: After successful completion of this module, the trainee is competent in Performing Store Merchandising	LU1: Develop Merchandising Strategies LU2: Implement product layout plan	70

Module	Learning Unit	Duration
<p>Module S: Manage Visual Merchandising</p> <p>Aim: After successful completion of this module, the trainee is competent in Managing Visual Merchandising</p>	<p>LU1: Apply Colour Theory</p> <p>LU2: Interpret VM Documents</p> <p>LU3: Use In-store Visual Merchandising Toolkits</p> <p>LU4: Manage Window Display</p> <p>LU4: Execute floor plans and store fixtures according to given checklist</p>	70

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Module-P
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FORMAT FOR LESSON PLAN

Module P: Identify Vendor

Learning Unit 1: Determine Merchandising Requirements

Methods	Key Notes	Media	Time
	The materials and techniques used for the determination merchandising requirements		

Introduction

This session will introduce learners to the techniques and materials used for determination of merchandising requirements, using presentation, demonstration, question and answer, and practical skills development.

Main Body

P1 Prepare a list of all relevant Raw Materials

- Knowledge of Raw Material
 - Define raw material
 - Explain types of raw material
- Preparing a list of all relevant Raw Materials
 - Explain steps for making list of raw material
 - Steps for choosing relevant raw material

P2 Calculate the required quantities

- Knowledge and understanding of formulas' to calculate the required quantities
- Implementation of formulas' to calculate the required quantities

P3 Establish target prices for Raw Material

- Knowledge of Target price

- What is price
- What is concept of target price
- How we can select target price
- Explain steps for establishing target price of raw material

P4 Calculate economic order quantity

- Introduction of Economic Order Quantity
 - Define economic order quantity
 - Why it is needed
- Implementation of relevant formulas' to calculate economic order quantity

Conclusion

To conclude the session, review the techniques and materials used for determination of merchandising requirements.
Give learners the opportunity to ask questions.

Assessment

Question and answer, discussion groups with feedback, observation of practice skills development

Total time:

Trainer's guidelines

Module P: 0414001008 Identify Vendor			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Establish Merchandising Requirements	<p>Lead a discuss and explain requirements for merchandizer by asking questions through brain storming to judge their understanding about the requirements Explain the method of list preparation of raw material Show the method of calculating the quantities using white board Guest speaker will be invited to Share the details of establishment of target prices</p> <ol style="list-style-type: none"> 1. Prepare a list of all relevant Raw Materials 2. Calculate the required quantities 3. Establish target prices for Raw Material <p>Write questions on flip chart</p> <ol style="list-style-type: none"> 1. How do we calculate required quantities? 2. Write methods of establishing target prices of raw material? <p>Allow 5 minutes to think now ask all trainees to take paper write their name on sheet and write answers on sheet allow 5 minutes for the activity now shuffle the sheets in class and allow 3 minutes to trainees and told them to write their remarks about the answers and add or correct anything they found</p>	Classroom	<p>Learner guide Provide handouts of different types of :</p> <ul style="list-style-type: none"> o List of raw material o Sample of target price of raw material established o Sample sheets of calculated required quantities

Module P: 0414001008 Identify Vendor			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU2: Selection of Vendor as per requirement and criteria	<p>Lead a discuss and ask questions to know the trainees concept about vendor Ensure that all trainees must take part in the activity Discuss the requirement and situation of requirement of vendor</p> <ol style="list-style-type: none"> 1. Identify key elements of vendor as per requirement (product quality, production capacity, market reput, reliability, financial stability, etc.) 2. Prepare vendor evaluation form (production capacity, financial stability, quality, on time delivery, product cost, etc.) <p>Give 5 minutes to class to think on key elements of vendor then provide sheet of paper to each of them and allow 5 minutes to write requirements on paper now take the sheets and jot down all the points on white board so they may get grasp on all the elements of vendor selection.</p> <p>Provide vendor evaluation form to each trainee and then allow them 10 minutes to fill the form finally show the form on multimedia and let them check whether it is filled correctly.</p>	Classroom	<p>Learner guide</p> <ul style="list-style-type: none"> ○ Provide handouts of vendor forms

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Module-Q

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Module Q: 0414001009 Perform Product Costing

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Calculate direct Costs	<p>Lead a discuss and ask questions to know the trainees concept about direct costs Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding calculation of direct cost</p> <ol style="list-style-type: none">1. Calculate material consumption (fabric, yarn, accessories, packaging).2. Calculate process cost(finishing, production, packaging)3. Calculate dispatch cost (EX Factory, FOB, CNF, CIF, etc.) <p>Make three groups provide each group a task of calculation. One group will calculate material cost, second will calculate process cost, third will calculate the dispatch cost. Now allow each group 15 minutes to do the activity ensure that each trainee take part in group activity. Now provide 5 minutes to each group to present their work in front of trainees. Then allow 5 minutes for question answer session</p>	Class room	Learner guide

Module Q: 0414001009 Perform Product Costing

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU2: Calculate indirect Costs	<p>Lead a discuss and ask questions to know the trainees concept about direct costs Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding calculation of indirect cost</p> <ol style="list-style-type: none">1. Calculate Overhead cost2. Calculate Financial cost <p>Make two groups provide each group a task of calculation. One group will calculate overhead cost, second will calculate financial cost. Now allow each group 15 minutes to do the activity ensure that each trainee take part in group activity. Now provide 5 minutes to each group to present their work in front of trainees. Then allow 5 minutes for question answer session</p>	Class room	Learner guide

Module Q: 0414001009 Perform Product Costing

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU3: Calculate Offered price	<p>Lead a discussion and ask questions to know the trainees concept about offered price Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding calculation of offered price</p> <ol style="list-style-type: none">1. Calculate the Break- even price2. Calculate the cost of product3. Calculate price margins4. Calculate and add commissions5. Quote the final price <p>Make five groups provide each group a task of calculation. One group will calculate break-even point. Second will calculate cost of product. Third group will calculate the price margins. Fourth will calculate and commissions while the fifth group will quote the final price. Now allow each group 15 minutes to do the activity ensure that each trainee take part in group activity. Now provide 5 minutes to each group to present their work in front of trainees. Then allow 5 minutes for question answer session</p>	Class room	

Module Q: 0414001009 Perform Product Costing			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU4: Negotiate product price	<p>Lead a discussion and ask questions to know the trainees concept about negotiate product price Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding negotiate product price</p> <ol style="list-style-type: none"> 1. Identify price gap 2. Identify possible cost improvements 3. Re-calculate the final price after negotiation <p>Allow trainees 5 minutes to think on the concepts explained now provide sheets to each trainee and allow them 5 minutes to write points on each concept now shuffle the sheets in class. Provide 5 minutes to trainees to check the details and the new one with the different color pen. Each trainee will write their name on it.</p>	Class room	Learner guide

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Module-R
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Module R: 0414001010 Perform Store Merchandising

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<p>LU1: Develop Merchandising Strategies</p>	<p>Lead a discussion and ask questions to know the trainees concept about develop merchandizing strategies Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding develop merchandizing strategies</p> <ol style="list-style-type: none"> 1. Plan Display patterns 2. Perform inventory planning <p>Make four groups assign two groups the task of plan display accordingly (Category wise, Season wise, Promotion wise product and communication display, Market demand, Stakeholder investment and Product life wise display).</p> <p>And assign two groups to perform inventory planning (On floor display Inventory planning and execution, Back store inventory reports and management, Pre-order level and Product expiry management) allow them 10 minutes to make their points.</p> <p>First two groups will present their work on plan display by providing which plan they have decided and why each group will be assigned 10 minutes to present.</p> <p>The next two groups will do role play on perform inventory planning one will show activity of on floor inventory display and the second group will perform back store display activity</p>	<p>Class room</p> <ul style="list-style-type: none"> ○ Simulated environment ○ Store nearby ○ Role play 	<p>Learner guide</p>

Module R: 0414001010 Perform Store Merchandising			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU2: Implement product layout plan	Lead a discussion and ask questions to know the trainees concept about product layout paln	Class room	Learner guide

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Module-S
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Module S: 0414001011 Manage Visual Merchandising

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<p>LU1: Apply Colour Theory</p>	<p>Lead a discussion and ask questions to know the trainees concept about colors and color therapy Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding</p> <ol style="list-style-type: none"> 1. Identify the importance of color in drawing 2. Identify colors according to color wheel 3. Develop Color Schemes/Combinations according to color wheel 4. Develop Designs from different color terms according to color wheel <p>Write questions on flip chart:</p> <ol style="list-style-type: none"> 1. Why colors important in drawing? 2. What is concept of color wheel? 3. What is concept of color schemes? <p>Give paper sheet to each trainee tell them to write their name on the sheet now allow trainees 10 minutes to write their answers on paper. Now shuffle the answers in class allow five minutes to trainees to make correction on back of the sheet and also write the name and return to trainer.</p> <p>Make group of two trainees in class. Give A4 sheets</p>	<p>Class room</p>	<p>Learner guide</p>

	<p>two each group. Allow 10 minutes to think of the color wheel they will make then provide pen colors to trainees each group one pack and allow 10 minutes to trainees draw their color scheme according to color wheel. Then display all the sheets on wall of the class with thumb pins.</p>		
<p>LU2: Interpret VM Documents</p>	<p>Discuss and ask questions to know the trainees their concept about colors and color therapy Ensure that all trainees must take part in the activity</p> <p>Lead discussion each and every detail regarding Interpret given documents(VM Toolkit/Manual, Store checklist, NTI'S/Fixtures checklist and Floor Plans)</p> <p>Provide sheets of VM tool kit manuals, store check list, NTI'S/Fixtures checklist and Floor Plans. Provide 15 minutes to trainees and then distribute blank sheets in the class each trainee will be provided with four sheets each of them will make four types of checklist allow 10 minutes. Now allow 5 minutes to each trainee to come in front of class and show their checklist points</p>	<p>Class room</p>	<p>Learner guide Handouts of different formats of</p> <ul style="list-style-type: none"> • Vm toolkit manual • Store checklist • NTI's checklist • Floor plans
<p>LU3: Use In-store Visual Merchandising Toolkits</p>	<p>Lead discussion and ask questions to know the trainees concept about in-store VM tool kits uses Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding about in-store VM tool kits uses</p> <ol style="list-style-type: none"> 1. Perform display management 2. Apply display techniques 3. Perform Cross Merchandising <p>Allow trainees 10 minutes for brain storming activity</p>	<p>Class room</p> <ul style="list-style-type: none"> ○ Simulated environment 	<p>Learner guide</p>

	<p>now make groups of three trainees and provide blank chart papers to each group allow 15 minutes to discuss and write points on chart papers. Then allow 10 minutes to each group to display their chart on flip board and explain the points of display management, display techniques, cross merchandizing.</p> <p>Make three groups of trainees one group will perform display management, second group will apply display techniques, third group will perform cross merchandizing. Trainees will discuss at home and then deliver their activity in any one way can be presentation, role play or making display.</p>		
<p>Lu:4 Manage Window Display</p>	<p>Lead discussion and ask questions to know the trainees concept about window display</p> <p>Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding window display</p> <ol style="list-style-type: none"> 1. Arrange light setting 2. Perform Mannequin Handling 3. Execute Prop placement plan 4. Execute Product Placement Guidelines <p>Divide trainees in four groups they will make same display. Each group is assigned to different tasks. Group one will arrange lighting, group two will handle mannequin, group three will handle prop placement, and group four will place products.</p> <p>Allow 10 minutes to each group for making their plan for window display then provide 30 minutes to make display.</p>	<p>Class room</p> <ul style="list-style-type: none"> ○ Store nearby 	<p>Learner guide</p> <ul style="list-style-type: none"> ○ Video clip

<p>LU:5 Execute floor plans and store fixtures according to given checklist</p>	<p>Lead discussion and ask questions to know the trainees concept about store plans and store fixtures Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding store plans and store fixtures</p> <ol style="list-style-type: none"> 1. Arrange Floor Plans according to instructions 2. Manage NTI'S/Fixtures 3. Display Marketing and Promotional Material <p>Allow trainees 10 minutes for brain storming activity now make groups of three trainees and provide blank chart papers to each group allow 15 minutes to discuss and write points on chart papers. Then allow 10 minutes to each group to display their chart on flip board and explain the points of floor plan, managing fixtures and marketing materials</p> <p>Make three groups of trainee's one group will perform floor plans, second group will apply store fixtures, third group will perform marketing and promotional material. Trainees will discuss at home and then deliver their activity in any one way can be presentation, role play or making display</p>	<p>Class room</p> <ul style="list-style-type: none"> ○ Store nearby 	<p>Learner guide</p> <ul style="list-style-type: none"> ○ Video clip
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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 P Identify Vendor

- Question 1** The price that an investor hopes a stock will reach in a certain time period.
- A** Price of good sold
 - B** Target price
 - C** Applied price
 - D** Assumed price
- Question 2** The Economic Order Quantity (EOQ) is the number of units that a company should add to inventory with each order to minimize the total costs of inventory costs
- A** Holding costs
 - B** Order costs
 - C** Shortage
 - D** All of above
- Question 3** One of key element of vendor as per requirement
- A** Product types
 - B** Product quality
 - C** Production method
 - D** Market
- Question 4** vendor evaluation form consist of:
- A** Production capacity
 - B** Financial stability
 - C** On time delivery
 - D** All of above
- Question 5** Most important key element for vendor selection is
- A** Financial stability
 - B** Name of vendor
 - C** Discount coupon by vendor
 - D** Products of vendor

MODULE Q Perform Product Costing

- Question 1** The sum of all the cost spent to procure a raw material ,store it and till it consumed
- A** Cost of goods sold
 - B** Cost of material consumed
 - C** Cost of purchase
 - D** Cost of sale
- Question 2** Cost of previous department is a part of:-----
- A** Transferred-in costs
 - B** Transferred-out costs
 - C** FIFO costs
 - D** LIFO costs
- Question 3** Designation that is used to indicate when liability and ownership of goods is transferred from a seller to a buyer.
- A** Free on board
 - B** Freight on board
 - C** A and B both
 - D** None of these
- Question 4** The amount of money, or change in value, for which an asset must be sold to cover the costs of acquiring and owning it.
- A** Break even analysis
 - B** Break-even point
 - C** Final cost
 - D** Assessed cost
- Question 5** A document sent to a potential customer offering to sell goods or services at a certain price, under specified conditions.
- A** Quotation
 - B** Offered price
 - C** Price of goods
 - D** All of above

MODULE S Manage Visual Merchandising

- Question 1** The body of practical guidance to color mixing and the visual effects of a specific color combination.
- A** Colour trends
 - B** Colour theory
 - C** Colour therapy
 - D** Colour management
- Question 2** The basis of color wheel is the basis which shows the relationship between colors.
- A** Color Management
 - B** Colour therapy
 - C** Colour trends
 - D** Colour theory
- Question 3** It contain different "Monochromatic" shades of a single *color*
- A** Color therapy
 - B** Color schemes
 - C** Colour trend
 - D** Colour combination
- Question 4** The colors which cannot be created by mixing other colors in a given color space
- A** Primary colors
 - B** Secondary colours
 - C** Monochromes colours
 - D** Dichotomous colours
- Question 5** A color scheme using one base color and two secondary colors is called:
- A** Tetradic Colours
 - B** Analogous Colours
 - C** Neutral Colours
 - D** Split-complementary

Answers

Module P Identify vendor	
Question	Answers
Question 1	B
Question 2	D
Question 3	B
Question 4	D
Question 5	A

Module Q Perform Product Costing	
Question	Answers
Question 1	B
Question 2	A
Question 3	C
Question 4	B
Question 5	A

Module S Manage Visual Merchandising	
Question	Answers
Question 1	B
Question 2	D

Question 3	B
Question 4	A
Question 5	D

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