



# Model Curriculum

**QP Name: Retail Cashier**

**QP Code: RAS/Q0102**

**QP Version: 3.0**

**NSQF Level: 2**

**Model Curriculum Version: 1.0**

Retailers Association's Skill Council of India, 703-704 Sagar Tech Plaza - A, Andheri-Kurla Road, Sakinaka Junction, Sakinaka, Andheri (E) Mumbai-400072.

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## Training Parameters

<b>Sector</b>	Retail
<b>Sub-Sector</b>	Retail Operations
<b>Occupation</b>	Store Operations
<b>Country</b>	India
<b>NSQF Level</b>	2
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/4211.0301
<b>Minimum Educational Qualification and Experience</b>	<ul style="list-style-type: none"> <li>• Grade 10</li> <li>OR</li> <li>• Previous relevant Qualification of NSQF Level 1 (Store Operations Asst.)</li> </ul>
<b>Pre-Requisite License or Training</b>	NIL
<b>Minimum Job Entry Age</b>	14 years
<b>Last Reviewed On</b>	25/11/2021
<b>Next Review Date</b>	25/11/2024
<b>NSQC Approval Date</b>	25/11/2021
<b>QP Version</b>	3.0
<b>Model Curriculum Creation Date</b>	25/11/2021
<b>Model Curriculum Valid Up to Date</b>	25/11/2024
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	270 hours
<b>Maximum Duration of the Course</b>	270 hours

## Program Overview

This section summarizes the end objectives of the program along with its duration.

### Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Perform service at the cash point / POS
- Perform point-of-sale procedures for age-restricted products
- Demonstrate the steps to process customer orders for goods
- Process part exchange sale transactions
- Demonstrate the steps to process payments
- Perform cash and credit transactions
- Illustrate the steps to process returned goods
- Help maintain health and safety norms
- Create a positive image of self & organisation in the customer's mind
- Work effectively in a retail team
- Work effectively in an organization
- Employability Skills

## Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Bridge Module (Self Study)</b>	<b>00:00</b>	<b>00:00</b>			<b>00:00</b>
Introduction to Retail	00:00	00:00			00:00
<b>RAS/N0110: To service cash point/POS NSQF Level: 2</b>					
<b>RAS/N0111: To follow point-of-sale procedures for age-restricted products NSQF Level: 2</b>	<b>17:00</b>	<b>30:00</b>	<b>13:00</b>		<b>60:00</b>
Providing Service at Point of Sale	17:00	30:00	13:00		60:00
<b>RAS/N0112: To process customer order for goods NSQF Level: 2</b>					
<b>RAS/N0113: To process part exchange sale transaction NSQF Level: 2</b>	<b>22:00</b>	<b>25:00</b>	<b>13:00</b>		<b>60:00</b>
Processing Customer Orders and Exchanges	22:00	25:00	13:00		60:00
<b>RAS/N0115: To process payments NSQF Level: 2</b>					
<b>RAS/N0116: To process cash And credit transactions NSQF Level: 2</b>	<b>17:00</b>	<b>21:00</b>	<b>22:00</b>		<b>60:00</b>
<b>RAS/N0117: To process returned goods NSQF Level: 2</b>					<b>60:00</b>
Processing Customer Payments and Goods Return	17:00	21:00	22:00		60:00
<b>RAS/N0121: To Maintain Health and Safety NSQF Level: 2</b>	<b>05:00</b>	<b>05:00</b>	<b>05:00</b>		<b>15:00</b>
Health and Safety in Retail Sector	05:00	05:00	05:00		15:00
<b>RAS/N0130: To create a positive image of self &amp; organisation in the customer's mind NSQF Level: 2</b>	<b>06:00</b>	<b>06:00</b>	<b>03:00</b>		<b>15:00</b>

Creating Positive Image of Self and Organisation in the Minds of Customers	06:00	06:00	03:00		15:00
<b>RAS/N0137: To work Effectively in a retail team NSQF Level: 2</b>	<b>11:00</b>	<b>15:00</b>	<b>04:00</b>		<b>30:00</b>
<b>RAS/N0138: To work effectively in an organisation NSQF Level: 2</b>					
Working Effectively in a Team	11:00	15:00	04:00		30:00
<b>DGT/VSQ/N0101: Employability Skills NSQF Level: 2</b>	<b>12:00</b>	<b>18:00</b>			<b>30:00</b>
Introduction to Employability Skills	00:30	00:30			01:00
Constitutional values - Citizenship	00:30	00:30			01:00
Becoming a Professional in the 21st Century	00:30	00:30			01:00
Basic English Skills	01:00	01:00			02:00
Communication Skills	01:30	02:30			04:00
Diversity & Inclusion	00:30	00:30			01:00
Financial and Legal Literacy	01:30	02:30			04:00
Essential Digital Skills	01:00	02:00			03:00
Entrepreneurship	02:30	04:30			07:00
Customer Service	01:30	02:30			04:00
Getting ready for apprenticeship & Jobs	01:00	01:00			02:00
<b>Total Duration</b>	<b>90:00</b>	<b>120:00</b>	<b>60:00</b>		<b>270:00</b>

## Module Details

### Module 1: Introduction to Retail (Self Study)

#### Bridge Module

#### Terminal Outcomes:

- Outline the evolution of retail in India
- Distinguish between traditional and modern retailing in India
- Identify the elements involved in retail supply chain

<i>Duration: 00:00</i>	<i>Duration: 00:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Outline the current scenario of the retailing sector in India.</li> <li>• List the factors that lead to growth of retailing sector in India.</li> <li>• Compare traditional and modern retail sector in India.</li> <li>• Discuss the roles and responsibilities of Retail Cashier</li> <li>• Illustrate different retail formats.</li> <li>• Describe the role of various departments and functions in a modern retailing operation.</li> <li>• Discuss about supply chain management</li> </ul>	
<b>Classroom Aids</b>	
LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers	
<b>Tools, Equipment and Other Requirements</b>	
Posters and charts for describing the retail sector	

## Module 2: Providing Service at Point of Sale

*Mapped to RAS/N0110 & RAS/N0111*

### Terminal Outcomes:

- Carryout the cash point/POS processes and monitor Receipt practices
- Discuss the procedure for sales of age-restricted products
- Employ appropriate ways to provide service at point of sale

<i>Duration: 17:00</i>	<i>Duration: 30:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• State the purpose of Point of Sale (POS)</li> <li>• List the different modes of payment that are accepted in the store.</li> <li>• Explain the process of handling credit and debit card transactions</li> <li>• Describe the process to successfully carry out the necessary credit checks and authorization procedures.</li> <li>• Describe ways to handle customers complaints at the POS.</li> <li>• Discuss the importance of maintaining customer profile with confidentiality.</li> <li>• Explain the importance of maintaining payment records accurately.</li> <li>• State the meaning of age restricted products.</li> <li>• Describe the process of selling age-restricted products only if customers provide age proof.</li> <li>• Explain accurately to customers about the acceptable proof of age.</li> <li>• Discuss ways to balance the attention span given to the individual customers and customers who are waiting for help.</li> <li>• State the impact of selling age restricted products to under aged customers</li> <li>• Explain clearly and accurately to the customers what proof of Age is acceptable.</li> <li>• Discuss the need to follow company procedures for keeping clients record up to date.</li> </ul>	<ul style="list-style-type: none"> <li>• Roleplay a situation to demonstrate courteous and genuine attitude towards the customers throughout the payment process.</li> <li>• Demonstrate the process to accurately authorise any refunds, cheques, and credit card payments.</li> <li>• Demonstrate cash point security procedures as per the company standards.</li> <li>• Demonstrate ways to sort out any problems with routine cash point operations and transactions.</li> <li>• Dramatize a situation to check whether the staff are handling cash and cash equivalents as per the approved procedure.</li> <li>• Illustrate the process of detecting fake notes and counterfeit payments.</li> <li>• Roleplay a scenario on developing effective plans on the unexpected problems at the cash point.</li> <li>• Role play a situation to communicate refusal of sale politely to the customer which are against the law, procedures, and policies</li> <li>• Demonstrate the procedures to process the payment on the POS machine, where the payment is acceptable</li> <li>• Show how to update the payment record accurately. Demonstrate the steps to store the payment securely and protect them from theft</li> <li>• Dramatize a situation to communicate to the customers the accurate amount to be paid.</li> <li>• Roleplay a situation to recommend additional services to the customer at the</li> </ul>



	<p>POS counter.</p> <ul style="list-style-type: none"> <li>• Roleplay a situation to demonstrate how to display courteous and genuine attitude towards the customers throughout the payment process.</li> <li>• Show how to verify the age of the customer in alignment with the policies and procedures.</li> <li>• Roleplay a situation to show how to refuse sales as per company policies and procedures for age restricted products</li> </ul>
<p><b>Classroom Aids</b></p>	
<p>LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair &amp; Table, Demonstration Table, Pin Up Boards</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	
<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Billing Dummy Software, UV light fake note detecting machine, Posters showing various types of digital payment options such as PayTM, PayPal, etc.), Sample of Gift Cards/Coupons/Vouchers , Credit Notes to demonstrate sales return, Sample forms showing Loyalty scheme/EMI Offers</p>	

## Module 3: Processing Customer Orders and Exchanges

*Mapped to RAS/N0112 & RAS/N0113*

### Terminal Outcomes:

- Demonstrate the process of order processing
- Describe the legal requirements to be followed to safeguard the customer information.
- Identify the information that needs to be collected from the customers to process orders
- Describe the process to decide on the value of items offered in part exchange by customers
- Employ appropriate ways to negotiate part exchange sales transactions with customers

<i>Duration: 22:00</i>	<i>Duration: 25:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the need to check the identity and credit status of the customer.</li> <li>• List the steps for checking the customer identity and credit status.</li> <li>• Discuss the importance of obtaining information from the customers when they place orders, including any information that is required by law.</li> <li>• Describe the legal guidelines with respect to maintaining customer confidentiality</li> <li>• Discuss the consequences of not keeping customer information confidential</li> <li>• Describe how to store customer's information securely.</li> <li>• Explain the terms and conditions of sale for items that the store exchanges</li> <li>• Identify repairs and cleaning needed and the costs involved</li> <li>• Describe the process to work out the exchange value of the item accurately as per company guidelines</li> <li>• Explain accurately the part-exchange value of the item and the benefits of a part exchange arrangement</li> <li>• Describe the process to end the transaction politely if the customer is not willing to go ahead</li> <li>• Explain clearly and accurately the terms and conditions of the sale</li> <li>• Explain the process of negotiating part exchange sales transactions with customers</li> <li>• Describe the method of dealing with suspected fraud</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of verifying the customer identity and credit status.</li> <li>• Demonstrate the process of preparing orders using the order form template.</li> <li>• Demonstrate the process to share the order form template to those preparing the invoice.</li> <li>• Demonstrate the steps to maintain the requisite level of confidentiality when storing, using, and sharing customer information.</li> <li>• Demonstrate the process of thorough inspection of the items being offered by customers for exchange.</li> <li>• Roleplay a situation at POS to perform the process of checking ownership of the items produced for part exchange.</li> <li>• Roleplay a situation to inform the customer politely that the item is not acceptable for part exchange.</li> <li>• Demonstrate how to protect the item from damage while handling it.</li> <li>• Roleplay a situation to demonstrate how to treat the customer politely throughout the valuation process.</li> <li>• Dramatize a situation to show how to check the ownership of the item brought for return/exchange.</li> <li>• Use a sample case study to show the correct process to work out the balance to be paid by the customer on the item they want to buy</li> <li>• Roleplay a situation to treat the customer politely throughout negotiation</li> </ul>

**Classroom Aids**

LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards

**Tools, Equipment and Other Requirements**

Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Billing Dummy Software, UV light fake note detecting machine, Posters showing various types of digital payment options such as Paytm, PayPal, etc.), Sample of Gift Cards/Coupons/Vouchers, Credit Notes to demonstrate sales return, Sample forms showing Loyalty scheme/EMI Offers

## Module 4: Processing Customer Payments and Goods Return

*Mapped to RAS/N0115, RAS/N0116 & RAS/N0117*

### Terminal Outcomes:

- Demonstrate the process to work out the price of customer purchases
- Demonstrate the process of processing customer payments
- Summarize the steps followed to process customer payments
- Explain the procedures followed to handle exceptions that arise during the payment processing
- Demonstrate the steps followed to process goods returned by the customers
- Describe customer rights and standard goods return policies followed by organisations

<i>Duration: 17:00</i>	<i>Duration: 21:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the process to sort out any pricing problems promptly by referring to pricing information</li> <li>• Describe the process of identifying discounts and special offers</li> <li>• List the cashier's rights, duties and responsibilities relating to the goods sold</li> <li>• List the guidelines followed for setting credit limits to the customers</li> <li>• List the acceptable types of tenders from the customers</li> <li>• List the steps to be followed to check if the payments made by customers are up to date</li> <li>• Describe the actions to be taken for the missed payments by customers</li> <li>• Describe the actions to be taken for customers going over the credit limits</li> <li>• Describe the process of collecting, processing and storing the payments made by the customers</li> <li>• List the steps to be followed to resolve the problems that are not in the purview of self</li> <li>• Discuss why is it important to reconcile the accounts of the customers</li> <li>• List the most common reasons for return of goods by the customers</li> <li>• Describe the legal rights of customers with respect to replacements and refunds</li> <li>• Describe the standard policies concerning replacements and refunds</li> <li>• List the options available to customers who need to return unwanted goods</li> <li>• Explain the importance of updating stock</li> </ul>	<ul style="list-style-type: none"> <li>• Use POS system and a suitable procedure to identify the price of purchases accurately through a bill verification process.</li> <li>• Roleplay a situation to obtain advice from the right person when he/she cannot sort out pricing problems</li> <li>• Demonstrate the process to accurately work out the amount the customer should pay for the purchases</li> <li>• Demonstrate steps to process the payments made by the customers</li> <li>• Demonstrate the process to identify the customers transacting beyond credit limits.</li> <li>• Prepare a report to escalate deviations in credit limits in appropriate template</li> <li>• Demonstrate the process to reconcile the accounts of the customer</li> <li>• Demonstrate how to assist customers to return goods</li> <li>• Demonstrate how to process the returned goods.</li> <li>• Demonstrate the stock control system updating process</li> </ul>

control systems when returns are made	
<b>Classroom Aids</b>	
LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards	
<b>Tools, Equipment and Other Requirements</b>	
<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Billing Dummy Software, UV light fake note detecting machine, Posters showing various types of digital payment options such as Paytm, PayPal, etc.), Sample of Gift Cards/Coupons/Vouchers, Credit Notes to demonstrate sales return, Sample forms showing Loyalty scheme/EMI Offers</p>	

## Module 5: Health and Safety in Retail Sector

*Mapped to RAS/N0121*

### Terminal Outcomes:

- Demonstrate how to deal with accidents and emergencies at the workplace
- Describe the procedures and legal requirements for dealing with emergencies and reducing health and safety risks
- Demonstrate how to maintain health and safety at work.

<i>Duration: 05:00</i>	<i>Duration: 05:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the types of accidents &amp; emergencies that may happen at workplace along with the possible reasons</li> <li>• Describe the procedures to be followed in reporting incidents such as accidents and emergency.</li> <li>• Discuss the importance of not exceeding the limits of own responsibility and authority when dealing with health and safety risks</li> <li>• List the personal protective equipment used at work along with its purpose</li> <li>• Describe the procedures and legal requirements for reducing health and safety risks at the workplace</li> <li>• Discuss the importance of using equipment and materials in line with the manufacturer's instructions</li> <li>• Describe the techniques followed in lifting and moving heavy goods</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a sample incident report to report accidents and emergencies.</li> <li>• Demonstrate the evacuation procedure followed when the emergency alarm is raised</li> <li>• Prepare a sample report to report health and safety risks that are beyond the limits of own authority.</li> <li>• Demonstrate the use of personal protective equipment</li> <li>• Demonstrate how to use equipment in line with the manufacturer's instructions by following safety procedures and techniques for lifting and moving heavy goods</li> </ul>
<b>Classroom Aids</b>	
LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards	
<b>Tools, Equipment and Other Requirements</b>	
Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almira, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with add-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangles, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Billing Dummy Software, UV light fake note detecting machine, Posters showing various types of digital payment options such as Paytm, PayPal, etc.), Sample of Gift Cards/Coupons/Vouchers, Credit Notes to demonstrate sales return, Sample forms showing Loyalty scheme/EMI Offers	

## Module 6: Creating Positive Image of Self and Organisation in the Minds of Customers

*Mapped to RAS/N0130*

### Terminal Outcomes:

- Explain the importance of building effective rapport with customers
- Demonstrate the correct way to respond to the customers appropriately
- Discuss the importance of communicating information to customers

<i>Duration: 06:00</i>	<i>Duration: 06:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the best practices followed for personal appearance at work and behaviour in front of customers</li> <li>• Describe the process to be followed to recognise what the customer needs and how to respond with solutions</li> <li>• Explain how to recognise when a customer is angry or confused</li> <li>• Explain the importance of responding to customer queries within the TAT (Turnaround time)</li> <li>• Discuss the importance responding to customer questions and requests for information within the specified turnaround time.</li> <li>• List the different modes of communication used to communicate with customers</li> <li>• Describe the standard policies followed with respect to dealing with customers of different genders and disability</li> </ul>	<ul style="list-style-type: none"> <li>• Roleplay a situation to greet the customer respectfully and in a friendly manner</li> <li>• Show how to communicate with the customer in a way that makes them feel valued and respected</li> <li>• Roleplay a situation on using probing techniques to identify customer’s expectations.</li> <li>• Use paraphrasing and summarizing techniques to confirm customer’s expectations.</li> <li>• Show how to always treat the customer courteously and helpfully</li> <li>• Dramatize a situation to show how to adapt a behaviour to respond to different customer behaviour</li> <li>• Show how to respond appropriately to the customers who are seeking help.</li> <li>• Dramatize situations to show how to respond appropriately to the customers of different genders</li> <li>• Dramatize situations to show how to respond appropriately to the customers with disability</li> </ul>
<b>Classroom Aids</b>	
LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards	
<b>Tools, Equipment and Other Requirements</b>	

Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Billing Dummy Software, UV light fake note detecting machine, Posters showing various types of digital payment options such as PayTM, PayPal, etc.), Sample of Gift Cards/Coupons/Vouchers , Credit Notes to demonstrate sales return, Sample forms showing Loyalty scheme/EMI Offers



## Module 7: Working Effectively in a Team

Mapped to RAS/N0137 & RAS/N0138

### Terminal Outcomes:

- Apply best practices to support the work team
- Employ appropriate ways to maintain personal presentation
- Develop effective work habits
- Demonstrate effective teamwork
- Apply appropriate ways to plan and organise own learning and help others learn

<i>Duration: 11:00</i>	<i>Duration: 15:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the reporting hierarchy and escalation matrix of a typical retail store</li> <li>• Describe different methods to enhance the level of assistance offered to colleagues</li> <li>• Describe various ways to meet reasonable requests for assistance within acceptable workplace timeframes.</li> <li>• Discuss the value system of the organisation</li> <li>• List the consequences of poor team participation on job outcomes</li> <li>• Explain the process to interpret, confirm and act on workplace information, instructions, and procedures relevant to the particular task.</li> <li>• Explain the process to interpret, confirm and act on legal requirements regarding anti-discrimination, sexual harassment, and bullying.</li> <li>• Explain the importance of planning and organizing daily work routine within the scope of the job role.</li> <li>• Differentiate between work and personal priorities and achieve a balance between competing priorities.</li> <li>• Explain the process to share work fairly with colleagues, taking account of own and other preferences, skills, and time available.</li> <li>• Discuss the significance of making realistic commitments to colleagues and do what has been promised.</li> <li>• State company's health and safety procedures while working.</li> <li>• Discuss and agree with the right people about goals that are relevant, realistic and</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate the reporting hierarchy and escalation matrix of a typical retail store</li> <li>• Role play a situation of customer service interaction to demonstrate courteous and helpful behaviour at all times during the interaction with the customer.</li> <li>• Use questioning techniques to clarify doubts on instructions or responsibilities</li> <li>• Role play a situation of customer interaction to demonstrate usage of appropriate gestures or simple words to communicate where language barriers exist.</li> <li>• Demonstrate practices personal hygiene in alignment with the standard practices while working in the lab</li> <li>• Dramatize a situation to seek assistance when difficulties arise while working in a retail lab</li> <li>• Demonstrate ways to ask questions to seek clarification on workplace information</li> <li>• Show how to interpret, confirm, and act on workplace information, instructions, and procedures relevant to the particular task</li> <li>• Show how to interpret, confirm, and act on legal requirements in regard to anti-discrimination, sexual harassment, and bullying</li> <li>• Discuss in a group to identify how alternate solutions can be suggested to colleagues if he/she is unable to fulfill to the promise</li> <li>• Dramatize a situation to provide clear, accurate and relevant information and advice relating to tasks and procedures</li> <li>• Show how to ask questions to seek and clarify workplace information.</li> </ul>

<p>clear</p> <ul style="list-style-type: none"> <li>• Discuss the knowledge and skills needed to achieve his/her goals.</li> <li>• Describe the process to regularly monitor the progress and, when necessary, change the way of working</li> <li>• Discuss the importance of offering advice when the colleagues are having difficulty in performing tasks at which you are competent.</li> <li>• Explain the benefits of good interpersonal skills.</li> <li>• Explain the procedures clearly, accurately and in a logical sequence</li> <li>• Discuss the importance of giving colleagues opportunities to practice new skills, and provide constructive feedback</li> <li>• Explain the process to check that health, safety and security are not compromised when helping others to learn</li> </ul>	
<p><b>Classroom Aids</b></p>	
<p>LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair &amp; Table, Demonstration Table, Pin Up Boards</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	
<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almira, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangles, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Billing Dummy Software, UV light fake note detecting machine, Posters showing various types of digital payment options such as PayTM, PayPal, etc.), Sample of Gift Cards/Coupons/Vouchers, Credit Notes to demonstrate sales return, Sample forms showing Loyalty scheme/EMI Offers</p>	

## Module 8: Employability Skills

*Mapped to DGT/VSQ/N0101*

### Key Learning Outcomes:

#### Introduction to Employability Skills Duration: 1 Hour

After completing this programme, participants will be able to:

1. Discuss the importance of Employability Skills in meeting the job requirements

#### Constitutional values - Citizenship Duration: 1 Hour

2. Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.
3. Show how to practice different environmentally sustainable practices

#### Becoming a Professional in the 21st Century Duration: 1 Hours

4. Discuss 21st century skills.
5. Display positive attitude, self-motivation, problem solving, time management skills and continuous learning mindset in different situations.

#### Basic English Skills Duration: 2 Hours

6. Use appropriate basic English sentences/phrases while speaking

#### Communication Skills Duration: 4 Hour

7. Demonstrate how to communicate in a well-mannered way with others.
8. Demonstrate working with others in a team Diversity & Inclusion Duration: 1 Hour
9. Show how to conduct oneself appropriately with all genders and PwD
10. Discuss the significance of reporting sexual harassment issues in time

#### Financial and Legal Literacy Duration: 4 Hours

11. Discuss the significance of using financial products and services safely and securely.
12. Explain the importance of managing expenses, income, and savings.
13. Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws

#### Essential Digital Skills Duration: 3 Hours

14. Show how to operate digital devices and use the associated applications and features, safely and securely
15. Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely

#### Entrepreneurship Duration: 7 Hours

16. Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges

#### Customer Service Duration: 4 Hours

17. Differentiate between types of customers
18. Explain the significance of identifying customer needs and addressing them
19. Discuss the significance of maintaining hygiene and dressing appropriately

#### Getting ready for apprenticeship & Jobs Duration: 2 Hours

20. Create a biodata
21. Use various sources to search and apply for jobs
22. Discuss the significance of dressing up neatly and maintaining hygiene for an interview
23. Discuss how to search and register for apprenticeship opportunities

**LIST OF TOOLS & EQUIPMENT FOR EMPLOYABILITY SKILLS**

<b>S No.</b>	<b>Name of the Equipment</b>	<b>Quantity</b>
1.	Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below)	As required
2.	UPS	As required
3.	Scanner cum Printer	As required
4.	Computer Tables	As required
5.	Computer Chairs	As required
6.	LCD Projector	As required
7.	White Board 1200mm x 900mm	As required

*Note: Above Tools & Equipment not required, if Computer LAB is available in the institute.*

## Module 9: On-the-Job Training

### Mapped to Retail Cashier RAS/Q0102

<b>Mandatory Duration: 60:00 hrs.</b>	<b>Recommended Duration: NA</b>
<b>Location: Workplace/ On Site</b>	
<b>Terminal Outcomes</b>	
<ul style="list-style-type: none"> <li>• Roleplay a situation to demonstrate courteous and genuine attitude towards the customers throughout the payment process.</li> <li>• Demonstrate the process to accurately authorise any refunds, cheques, and credit card payments.</li> <li>• Demonstrate cash point security procedures as per the company standards.</li> <li>• Roleplay a situation to communicate refusal of sale politely to the customer which are against the law, procedures, and policies.</li> <li>• Perform the process to check accurately the amount and means of payment offered by the customer.</li> <li>• Demonstrate the procedures to process the payment on the POS machine, where the payment is acceptable.</li> <li>• Demonstrate the process of verifying the customer identity and credit status.</li> <li>• Demonstrate the process to share the order form template to those preparing the invoice.</li> <li>• Roleplay a situation at POS to perform the process of checking ownership of the items produced for part exchange.</li> <li>• Roleplay a situation to inform the customer politely that the item is not acceptable for part exchange.</li> <li>• Roleplay a situation to demonstrate how to treat the customer politely throughout the valuation process.</li> <li>• Dramatize a situation to show how to check the ownership of the item brought for return/exchange.</li> <li>• Roleplay a situation to treat the customer politely throughout negotiation.</li> <li>• Use POS system and a suitable procedure to identify the price of purchases accurately through a bill verification process.</li> <li>• Roleplay a situation to obtain advice from the right person when he/she cannot sort out pricing problems.</li> <li>• Demonstrate steps to process the payments made by the customers.</li> <li>• Demonstrate the process to identify the customers transacting beyond credit limits.</li> <li>• Prepare a report to escalate deviations in credit limits in appropriate template.</li> <li>• Demonstrate how to process the returned goods.</li> <li>• Prepare a sample incident report to report accidents and emergencies.</li> <li>• Demonstrate the evacuation procedure followed when the emergency alarm is raised.</li> <li>• Demonstrate how to use equipment in line with the manufacturer's instructions by following safety procedures and techniques for lifting and moving heavy goods.</li> <li>• Roleplay a situation to greet the customer respectfully and in a friendly manner.</li> <li>• Use probing techniques to identify customer's expectations.</li> <li>• Use paraphrasing and summarizing techniques to confirm customer's expectations.</li> <li>• Dramatize a situation to show how to adapt a behaviour to respond to different customer behaviour.</li> <li>• Show how to respond appropriately to the customers who are seeking help.</li> <li>• Show how to read and interpret workplace documentation.</li> </ul>	

- Conduct a roleplay on how to seek assistance when difficulties arise.
- Apply appropriate dress code and presentation techniques, as required by the workplace, job role and level of customer contact.
- Use appropriate gestures or simple words to communicate where language barriers exist.
- Perform personal hygiene procedures according to organisational policy and relevant legislation.
- Roleplay a situation to encourage and support colleagues when working conditions are difficult.
- Perform the work fairly together with the team and encourage colleagues who are finding it difficult.

## Annexure

### Trainer Requirement for Domain Skills

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
<b>For Existing Trainers</b>						
12 <sup>th</sup> Pass		4	Retail Store Operations or Sales including minimum 1 year of Supervisory experience.	0	Training experience	
OR						
12 <sup>th</sup> Pass		4	Retail Store Operations or Sales including minimum 1 year of Training experience.	1	Training experience	
OR						
Diploma / Graduate	Retail Operations/ Retail Management	2	Retail Store Operations or Sales including minimum 1 year of supervisory experience	0	Training experience	
OR						
Diploma / Graduate	Retail Operations/ Retail Management	2	Retail Store Operations or Sales including minimum 1 year of Training experience.	1	Training experience	
<b>For New Trainers</b>						
12 <sup>th</sup> Pass		4	Retail Store Operations or Sales	0		
OR						
Diploma / Graduate	Retail Operations/ Retail Management	2	Retail Store Operations or Sales	0		

<b>Trainer Certification</b>	
<b>Domain Certification</b>	<b>Platform Certification</b>
Retail Cashier QP (RAS/Q0102) Minimum pass percentage: 80%	Trainer QP (MEP/Q2601) Minimum pass percentage: 80%



## Trainer Requirements for Employability Skills

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate/CITS	Any discipline			2	Teaching experience	Prospective ES trainers should: <ul style="list-style-type: none"> <li>• have good communication skills</li> <li>• be well versed in English</li> <li>• have digital skills</li> <li>• have attention to detail</li> <li>• be adaptable</li> <li>• have willingness to learn</li> </ul>
Current ITI trainers	Employability Skills Training (3 days full-time course done between 2019-2022)					
Certified current EEE trainers (155 hours)	from Management SSC (MEPSC)					
Certified Trainer	Qualification Pack: Trainer (MEP/Q0102)					

Trainer Certification	
Domain Certification	Platform Certification
Certified in 30-hour Employability NOS (2022), with a minimum score of <b>80%</b>  <b>OR</b> Certified in 120- OR 90- OR 60-hour Employability NOS (2022), with a minimum score of <b>80%</b>	NA

## Master Trainer Requirement for Employability Skills

Master Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate/CITS	Any discipline			3	Employability Skills curriculum training experience with an interest to train as well as orient other peertrainers	Prospective ES Master trainer should: <ul style="list-style-type: none"> <li>• have good communication skills</li> <li>• be well versed in English</li> </ul>
Certified MasterTrainer	Qualification Pack: Master Trainer (MEP/Q2602)			3	EEE training of Management SSC (MEPSC) (155 hours)	<ul style="list-style-type: none"> <li>• have basic digital skills</li> <li>• have attention to detail</li> <li>• be adaptable</li> <li>• have willingness to learn</li> <li>• be able to grasp concepts fast and is creative with teaching practices and likes sharing back their learning with others</li> </ul>

Master Trainer Certification	
Domain Certification	Platform Certification
Certified in 30-hour Employability NOS (2022), with a minimum score of <b>90%</b> .  <b>OR</b> Certified in 120- OR 90- OR 60-hour Employability NOS (2022), with a minimum score of <b>90%</b>	NA

## Assessor Requirements for Domain Skills

Assessors Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
<b>For Existing Assessors</b>						
12 <sup>th</sup> Pass		4	Retail Store Operations or Sales including minimum 1 year of Supervisory experience.	0	Training / Assessment experience	
OR						
12 <sup>th</sup> Pass		4	Retail Store Operations or Sales including minimum 1 year of Training/assessment experience.	1	Training / Assessment experience	
OR						
Diploma / Graduate	Retail Operations/ Retail Management	2	Retail Store Operations or Sales including minimum 1 year of supervisory experience	0	Training / Assessment experience	
OR						
Diploma / Graduate	Retail Operations/ Retail Management	2	Retail Store Operations or Sales including minimum 1 year of Training/assessment experience.	1	Training / Assessment experience	
<b>For New Assessors</b>						
12 <sup>th</sup> Pass		4	Retail Store Operations or Sales	0		
OR						
Diploma / Graduate	Retail Operations/ Retail Management	2	Retail Store Operations or Sales	0		

<b>Assessor Certification</b>	
<b>Domain Certification</b>	<b>Platform Certification</b>
Retail Cashier QP (RAS/Q0102) Minimum pass percentage: 80%	Assessor QP (MEP/Q2701) Minimum pass percentage: 80%

## Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

Assessment will be done by RASCI-affiliated assessment agencies. The assessors / proctors will be trained & certified by SSC through Training of Assessors / Proctors program. The emphasis will be on practical skills and knowledge based on the performance criteria. The assessment papers are developed by Subject Matter Experts (SME), as per the assessment criteria mentioned in the Qualification Pack. The assessment papers are also checked for the various outcome-based parameters such as quality, time taken, precision, tools & equipment requirement, etc. The assessment sets are then reviewed by SSC official for consistency.

Testing Tools
<ul style="list-style-type: none"> <li>• Carry out assessments under realistic work pressures that are found in the normal industry workplace.</li> <li>• Ensure that the range of materials, equipment, and tools that learners use are current and of the type routinely found in the normal industry workplace environments.</li> </ul>

Assessment Type	Formative or Summative	Strategies
Theory	Summative	(Web proctoring/Paper pencil/Tab based): Written test will be Multiple Choice Questions (MCQ) based. In case of availability of internet connectivity, the test will be hosted on web (online). In case of absence of internet connectivity, the test will be administered in offline mode on a tablet or via paper pencil.
Practical	Summative	This test will be administered through online digital assessment platform in the form of situation based / case based multiple choice questions

The assessment results are backed by evidences collected by assessors.

1. The assessor / proctor needs to collect a copy of the attendance for the training done under the scheme. The attendance sheets are signed and stamped by the in charge / Head of the Training Centre.
2. The assessor / proctor needs to verify the authenticity of the candidates by checking the photo ID card issued by the institute as well as any one Photo ID card issued by the

Central/Government. The same needs to be mentioned in the attendance sheet. In case of suspicion, the assessor should authenticate and cross verify trainee's credentials in the enrolment form.

3. The assessor / proctor needs to punch the trainee's roll number on all the evidences.
4. The assessor / proctor can take a photograph of all the students along with the assessor standing in the middle and with the centre name/banner at the back as evidence.
5. The assessor also needs to carry his/her photo ID card.

The assessment agencies are instructed to hire assessors / proctors with integrity, reliability and fairness. Each assessor shall sign a document with its assessment agency by which they commit themselves to comply with the rules of confidentiality and conflict of interest, independence from commercial and other interests that would compromise impartiality of the assessments.

### **Assessment Strategy for Employability Skills**

The trainee will be tested for the acquired skill, knowledge and attitude through formative/summative assessment at the end of the course and as this NOS and MC is adopted across sectors and qualifications, the respective AB can conduct the assessments as per their requirements.

## References

### Glossary

Term	Description
<b>Declarative Knowledge</b>	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome.

### Acronyms and Abbreviations

Term	Description
<b>QP</b>	Qualification Pack
<b>NSQF</b>	National Skills Qualification Framework
<b>NSQC</b>	National Skills Qualification Committee
<b>NOS</b>	National Occupational Standards