



Model Curriculum

QP Name: Retail Trainee Associate

QP Code: RAS/Q0103

QP Version: 3.0

NSQF Level: 3

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

Sector	Retail
Sub-Sector	Retail Operations
Occupation	Store Operations
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/5223.0105
Minimum Educational Qualification and Experience	Grade 10 with No Experience required. OR Grade 8 with two year of (NTC/ NAC) after 8th/ Grade 8 pass and pursuing continuous schooling in regular school with vocational subject with No Experience required. OR 8th grade pass with 2 year relevant experience OR 5th grade pass with 5 year relevant experience OR Previous relevant Qualification of NSQF Level 2 with 1 year relevant experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	14 Years
Last Reviewed On	25/11/2021
Next Review Date	25/11/2024
NSQC Approval Date	25/11/2021
QP Version	3.0
Model Curriculum Creation Date	04/01/2023
Model Curriculum Valid Up to Date	25/11/2024
Model Curriculum Version	1.0

Minimum Duration of the Course	330 hours
Maximum Duration of the Course	330 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.

- Display stock to promote sales
- Plan and prepare visual merchandising displays
- Dress visual merchandising displays
- Dismantle and store visual merchandising displays
- Prepare products for sale
- Promote loyalty schemes to customers
- Keep the store secure
- Maintain health and safety
- Keep the store clean and hygienic
- Provide information and advice to customers
- Create a positive image of self & organisation in the customer's mind
- Work effectively in a retail team
- 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
Bridge Module (Self Study)	00:00	00:00		-	00:00
Introduction to Retail	00:00	00:00		-	00:00
RAS/N0105: To display stock to promote sales NSQF Level: 3	10:00	10:00	10:00	-	30:00
Setting up product displays	10:00	10:00	10:00	-	30:00
RAS/N0108: To Dismantle and Store Visual Merchandising Displays NSQF Level: 3	20:00	27:00	13:00	-	60:00
RAS/N0109: To Prepare Products for Sale NSQF Level: 3					
Preparing Products for Sale	20:00	27:00	13:00	-	60:00
RAS/N0124: To Provide Information and Advice to Customers NSQF Level: 3	17:00	19:00	09:00	-	45:00
RAS/N0130: To create a positive image of self & organisation in the customer's mind NSQF Level: 3					
Providing customer assistance	08:00	10:00	05:00	-	23:00
Resolving customer complaints	09:00	09:00	04:00	-	22:00
RAS/N0118: To promote Loyalty Schemes to Customers NSQF Level: 3	04:00	06:00	05:00	-	15:00
Promoting loyalty memberships	04:00	06:00	05:00	-	15:00
RAS/N0119: To Keep the Store Secure NSQF Level: 3	05:00	05:00	05:00	-	15:00
Maintaining store security	05:00	05:00	05:00	-	15:00
RAS/N0106: To plan and prepare visual merchandising displays	20:00	32:00	08:00	-	60:00

NSQF Level: 3				-	
RAS/N0107: To Dress Visual Merchandising Displays NSQF Level: 3					
Visual Merchandising	20:00	32:00	08:00	-	60:00
RAS/N0121: To Maintain Health and Safety NSQF Level: 3				-	
RAS/N0123: To Keep the Store Clean and Hygienic NSQF Level: 3	10:00	10:00	10:00		30:00
Health and Safety in Retail sector	10:00	10:00	10:00	-	30:00
RAS/N0137: To work effectively in a retail team NSQF Level: 3	10:00	05:00	-	-	15:00
Working effectively in a retail team	10:00	05:00	-	-	15:00
DGT/VSQ/N0102: Employability skills NSQF Level:4	24:00	36:00	-	-	60:00
Introduction to employability skills	00:30	01:00	-	-	01:30
Constitutional values - Citizenship	00:30	01:00	-	-	01:30
Become a professional in 21st century	01:00	01:30	-	-	02:30
Basic English skills	04:00	06:00	-	-	10:00
Career Development and Goal settings	01:00	01:00	-	-	02:00
Communication Skills	02:00	03:00	-	-	05:00
Diversity and inclusion	01:00	01:30	-	-	02:30
Financial and legal literacy	02:00	03:00	-	-	05:00
Essential Digital skills	04:00	06:00	-	-	10:00
Entrepreneurship	03:00	04:00	-	-	07:00
Customer Service	02:00	03:00	-	-	05:00
Getting Ready for apprenticeship and jobs	03:00	05:00	-	-	08:00
Total Duration	120:00	150:00	60:00	-	330:00

Module Details

Module 1: Introduction to Retail (Self Study)

Bridge Module

Terminal Outcomes:

- Summarize the features of retail in India
- Discuss about traditional and modern retailing in India
- Illustrate retail supply chain

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

Module 2: Setting up product displays

Mapped to RAS/N0105

Terminal Outcomes:

- Demonstrate appropriate techniques to prepare display areas and goods in a retail store
- Apply suitable methods to set up and dismantle displays in a retail store
- Demonstrate the process of setting up, labeling, and dismantling the product displays at the retail store

<i>Duration: 10:00</i>	<i>Duration: 10:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the role of product display in promoting sales. • State the role of a retail trainee associate in arranging the deliveries of merchandise for display. • State and follow the company procedures for clearing, cleaning, and preparing the display area before use. • Discuss the significance of horizontal and vertical selling. • Explain the need for checking potential health and safety issues before setting up and dismantling displays. • Describe the process of reporting any information on labels that may need change. • Explain the concept of leveling down and bringing front. • Explain the purpose and contents of Shelf Edge Label (SEL). • List the legal requirements for labelling products in a display. • Explain the significance of completing labelling within the time allowed. 	<ul style="list-style-type: none"> • Demonstrate the process of evaluating the display area as per the design brief mentioned and report any concerns promptly to the concerned authority. • Identify and collect materials needed for the display by ensuring that they are in good working conditions. • Dramatize the process of setting up and dismantling the displays safely, within the given timelines line. • Demonstrate the steps for checking the level of stock needed for display. • Roleplay a scenario to keep the display area clean and get rid of waste promptly, also by ensuring that the excess equipment's are stored back in a desired location. • Show how to check information on the label is clear, accurate and legal before starting to label stock. • Demonstrate the steps to attach the right labels at appropriate position for the right products.
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

Module 3: Preparing Products for Sale

Mapped to RAS/N0108 and RAS/N0109

Terminal Outcomes:

- Explain the Role of Retail trainee associate in setting up, maintenance and dismantling the fixtures
- Demonstrate the steps to prepare for product demonstration
- Explain the role of a Retail trainee associate in implementing a planogram
- Prepare products for sale by following the display quality standards and procedures

<i>Duration: 20:00</i>	<i>Duration: 27:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the importance of protecting the parts of display from being damaged during dismantling. • Describe the process of getting rid of unwanted materials safely by keeping an accurate record of those materials if needed. • Explain the need to Identify damaged items, missing items and dangers and risks to health and safety, and report these promptly to the right person. • Discuss the need for keeping the storage facilities and items in storage area clean, safe, secure, and accessible only to the concerned authority. • Describe the key components of a planogram. • Explain the role of planogram in preparing products for sale. • List the tools used to put the products together. • Explain the process to manage the sales floor • Discuss the need for removing damaged products promptly from the display and follow company procedures for dealing with them. 	<ul style="list-style-type: none"> • Demonstrate the process of dismantling the displays safely. • Show how to keep accurate and up-to-date records of items in storage. • Demonstrate methods to clean display sites and parts using safe and approved cleaning materials and equipment. • Dramatize the process to store items in a suitable place and with clear and accurate labels. • Access the condition of products on display. • Verify that all expected items and parts of the product are in the package. • Demonstrate the process of disposing waste and unwanted packaging material. • Roleplay a scenario of gathering tools which are needed for putting the products together. • Verify that products have been assembled correctly and can be used safely • Dramatize a situation to ask the concerned person for help when products are proving difficult to put together. • Verify regularly that products on display are in a satisfactory condition.
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

Module 4: Providing customer assistance

Mapped to RAS/N0124 and RAS/N0130

Terminal Outcomes:

- Explain the need to identify customer requirements and provide relevant information to them.
- Explain the importance of resolving customer complaints.
- Identify customer needs and provide relevant information on products and services to them.

<i>Duration: 08:00</i>	<i>Duration: 10:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the importance of identifying customers’ needs by providing information and advice to them. • Discuss the need to provide relevant, complete, accurate and up-to-date information and advice to customers. • Describe the nature of complaints through the information obtained from customers. • List the different modes and sources of complaints. • Discuss the organization standards for timelines in responding to customer questions and requests for information. • Discuss the importance of apologizing and acknowledging while handling customer complaints. 	<ul style="list-style-type: none"> • Roleplay a scenario of sharing information and advice to customers in ways they can understand. • Dramatize a situation to acknowledge promptly and politely customers’ requests for information and advice. • Demonstrate the steps involved in the customer complaint handling process. • Show how to acknowledge the complaint clearly and accurately and apologize to the customer. • Roleplay a given scenario of communicating in proper tone and intonation when handling customer complaints by using appropriate listening skills. • Dramatize a situation of suggesting solutions for solving the problem of your customer. • Follow legal requirements and company policies and procedures for dealing with complaints. • Verify with your customer to make sure the problem has been resolved to their satisfaction. • Dramatize a situation to give clear reasons to your customer when the problem has not been resolved to their satisfaction. • Roleplay on how to escalate complaints that cannot be solved.
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

Module 5: Resolving customer complaints

Mapped to RAS/N0124 and RAS/N0130

Terminal Outcomes:

- Follow the best practices to establish effective rapport with customers.
- Explain the importance of responding and communicating appropriately to customers.
- Discuss the standards for appearance and behaviour in creating a positive image of self and organization.

<i>Duration: 09:00</i>	<i>Duration: 09:00</i>
<p>Theory – Key Learning Outcomes</p> <ul style="list-style-type: none"> • List the key factors that help in creating a positive image of self and the organisation. • Explain the significance of meeting the organizations standards of appearance and behaviour. • Explain different ways to confirm customers' expectations and keep them informed and reassured. • Describe appropriate ways to respond effectively to different types of customer behaviour. • List the different types of customer behavior. • Discuss the importance of maintaining customer loyalty. 	<p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Roleplay a scenario of greeting customers respectfully and in a friendly manner. • Demonstrate appropriate communication techniques to make the customers feel valued and respected. • Dramatize how to respond promptly to a customer seeking assistance. • Dramatize a situation to respond positively to customers' questions and comments. • Roleplay on how to allow customers time to consider the response and give further explanation.
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 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	

Module 6: Promoting loyalty memberships

Mapped to RAS/N0118

Terminal Outcomes:

- Explain the need for loyalty schemes in a retail store
- Demonstrate the selling techniques to enroll customers into loyalty scheme

<i>Duration: 04:00</i>	<i>Duration: 06:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the features and benefits of the company's loyalty scheme to the customers. • Describe the financial benefit accrued by a customer through loyalty schemes. • List the key offers available to customers under loyalty schemes. • Explain various ways that helps loyalty scheme in achieving the financial objectives of the organisation. • Explain the method of handling objections of customers in relation to loyalty schemes. • Explain the structure of the loyalty scheme enrolment forms. 	<ul style="list-style-type: none"> • Roleplay on how to use probing technique to gain information about customers and their interest in joining the scheme. • Dramatize a situation to display polite behaviour towards customers in a way that promotes goodwill. • Roleplay to respond positively to any questions or objections that the customer raises. • Demonstrate the documentation process involved in the enrolment of a customer in a loyalty scheme. • Demonstrate the steps to fill in the membership application accurately with the customer, using the information they provide • Demonstrate the process of giving the customer proof of their membership. • Verify that the customer details provided on the membership documentation, are correct.
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 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	

Module 7: Maintaining store security

Mapped to RAS/N0119

Terminal Outcomes:

- Outline the risk factors at a retail store.
- Identify and report security risks.

<i>Duration: 05:00</i>	<i>Duration: 05:00</i>
<p>Theory – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Discuss the need to identify and report the security risks to the concerned higher authorities. • Explain the role of a Retail trainee associate in keeping the store secure. • State the meaning of loss prevention • Discuss about ‘shoplifting’ and ‘kleptomania’ • Explain the approved procedure and techniques for protecting personal safety when security risks arise. • Describe the types of losses and prevention measures. 	<p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Identify and notice correctly the security risks. • Roleplay a situation of reporting security risks to the concerned authority promptly and accurately. • Demonstrate standard security procedures to prevent security risks while working. • Verify that whether appropriate electronic article surveillance equipment are used to ensure store security. • Identify and be always alert to see where the stock may have been stolen. • Follow company procedures for preventing security risks.
<p>Classroom Aids</p> <p>LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards</p>	
<p>Tools, Equipment and Other Requirements</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 add-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</p>	

Module 8: Visual Merchandising

Mapped to RAS/N0106 and RAS/N0107

Terminal Outcomes:

- Elaborate the need of visual merchandising in retail store.
- Prepare Visual merchandising displays.
- Interpret design briefs for retail displays.
- List different methods of setting up a visual merchandising display.
- Demonstrate various ways to dress in-store displays based on guidelines.
- Prepare visual merchandising displays to attract customers and promote sale of products.
- Explain the process to reduce health and safety risks.

<i>Duration: 20:00</i>	<i>Duration: 32:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the importance of visual merchandising in promoting sale of products • Explain the business impact of visual merchandising in Retail Industry. • Explain the purpose, content, and style of the display. • Identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it. • List the different purposes of displays and their use in visual merchandising. • Describe the role of design brief in setting up visual merchandising displays. • Describe the different methods of designing displays for different types of merchandise. • Explain the process to verify arrangements for delivery of merchandise & props with the right people. • Explain ways to check the progress of deliveries and take suitable action if delays seem likely. • Describe shapes, colours and groupings that are suited to the purpose and style of the display. • Describe ways to check that the finished display meets health and safety guidelines and legal requirements. • Describe the features of symmetrical balance and triangle principle. 	<ul style="list-style-type: none"> • Identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it. • Demonstrate the process to update stock records to account for merchandise on display. • Demonstrate the use of light, color, texture, shape and dimension combine to achieve the desired effects. • Evaluate the visual effects of the display. • Identify the focal points of the display by using the design brief. • Demonstrate the process to create displays that achieve the required visual effect and are consistent with the company's visual design policy. • Roleplay a situation of selecting appropriate positioning of merchandise, graphics and signs in ways that promote sales. • Demonstrate the use of different types, directions and levels of light to create atmosphere. • Conduct regular checks of the displays visual effect. • Verify that all the parts of the display are suitable for the purpose of the display and meet requirements. • Dramatize a Scenario of selecting appropriate dressing techniques for different types of merchandise.

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| <ul style="list-style-type: none"> • Explain the features of focal point within a display. • Explain the concept of optical center, rectangular, radial, repetitive, rhythm, group, and harmony. • Describe the steps to check that the display meets requirements for easy access, safety, and security. • List the different types of merchandise groupings done in a display. • Describe the process of finalising potential places to put the displays as per the design brief. | <ul style="list-style-type: none"> • Dramatize a scenario to promptly report any problems and risks to the right person when he/she is not in an authority to resolve the issue. • Identify safety and security risks to the Display and choose suitable ways of reducing risks. |
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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 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, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers

Module 9: Health and Safety in retail sector

Mapped to RAS/N0121 and RAS/N0123

Terminal Outcomes:

- Explain the importance of health and safety in the store.
- Identify and report accidents and emergencies.
- Demonstrate the steps to lift and handle goods safely.
- Demonstrate the process to keep work surfaces clean.
- Identify the personal protective or safety equipment used in the store.
- Apply best practices to maintain personal hygiene.

<i>Duration: 10:00</i>	<i>Duration: 10:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the various safety risks, hazards and the accidents that occur in the store. • Describe the safety practices followed in the store when accidents and emergencies arise. • Describe effective store maintenance practices that helps in preventing accidents and maintaining a safe environment. • Explain the effects of poor maintenance of tools and equipment. • Explain the importance of moving the goods safely. • Explain the importance of securing customer records. • State the significance of protecting staff, customer belongings and store products. • Describe the importance of housekeeping and cleanliness in the store. • State the role of Retail trainee associate in keeping the store clean and hygienic. • Explain ways to keep the risk of spillages to a minimum and clean up any spillages promptly and thoroughly. • Explain ways to maintain personal hygiene. • Discuss ways to handle food products. 	<ul style="list-style-type: none"> • Demonstrate the use of safety equipment correctly and in the right situations. • Demonstrate how to use the procedural checklist to reduce health and safety risks within the retail lab. • Roleplay a situation to seek and get advice and help from the right people to resolve security problems. • Roleplay a situation to demonstrate evacuation process during emergency situations. • Demonstrate the process to check that equipment needed are servicable. • Demonstrate appropriate lifting and handling equipment techniques in line with company and manufacturer's instructions. • Roleplay a situation to provide firstaid assistance aligned with standard procedures. • Demonstrate the process to get rid of rubbish and waste promptly and safely. • Demonstrate the surface cleaning procedure. • Demonstrate ways to store cleaning equipment and materials correctly and promptly when after cleaning • Verify on the serviceability of equipment's. • Demonstrate the use personal protective or safety equipment in the store • Follow best practices to correctly dispose of used clothing and products.
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; sample standard operating procedures on Store safety, security, health & safety.

Module 10: Working effectively in a retail team

Mapped to RAS/N0137

Terminal Outcomes:

- State the importance of supporting the work team
- Demonstrate required etiquettes at the workplace
- Develop effective work habits

<i>Duration: 10:00</i>	<i>Duration: 05:00</i>
<p>Theory – Key Learning Outcomes</p> <ul style="list-style-type: none"> • State the meaning of teamwork. • Explain the characteristics of effective teamwork. • State the reporting hierarchy and escalation matrix of a retail store. • Describe the importance of prioritizing and completing the allocated tasks according to the required timeframe. • Explain the steps in planning and organising daily work routine within the scope of the job role. • Identify the value system of the organisation. • List the consequences of poor team participation on job outcomes. • Describe the process to identify and display a non-discriminatory attitude with customers and other staff members. • Discuss the impact of dressing appropriately as required by the workplace, job role and level of customer contact. 	<p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Identify work and personal priorities and achieve a balance between competing priorities • Illustrate the reporting hierarchy and escalation matrix of a typical retail store. • Role play a situation of customer service interaction to demonstrate courteous and helpful behaviour at all times during the interaction with the customer. • Roleplay a scenario of using questioning techniques to clarify doubts on instructions or responsibilities. • Roleplay a situation of customer interaction to demonstrate usage of appropriate gestures or simple words to communicate where language barriers exist. • Demonstrate personal hygiene in alignment with the standard practices while working in the lab. • Dramatize a situation to seek assistance when difficulties arise while working in a retail lab. • Demonstrate ways to ask questions to seek clarification on workplace information. • Show how to interpret, confirm, and act on workplace information, instructions, and procedures relevant to the particular task • Show how to interpret, confirm, and act on legal requirements in regard to anti-discrimination, sexual harassment, and bullying
<p>Classroom Aids</p> <p>LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards</p>	
<p>Tools, Equipment and Other Requirements</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

Module 11: Employability Skills

Mapped to: DGT/VSQ/N0102

Key Learning Outcomes:

Introduction to Employability Skills **Duration: 1.5 Hours**

After completing this programme, participants will be able to:

1. Discuss the Employability Skills required for jobs in various industries
2. List different learning and employability related GOI and private portals and their usage

Constitutional values - Citizenship **Duration: 1.5 Hours**

3. Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen.
4. Show how to practice different environmentally sustainable practices.

Becoming a Professional in the 21st Century **Duration: 2.5 Hours**

5. Discuss importance of relevant 21st century skills.
6. Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.
7. Describe the benefits of continuous learning.

Basic English Skills **Duration: 10 Hours**

8. Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone.
9. Read and interpret text written in basic English
10. Write a short note/paragraph / letter/e -mail using basic English

Career Development & Goal Setting **Duration: 2 Hours**

11. Create a career development plan with well-defined short- and long-term goals

Communication Skills **Duration: 5 Hours**

12. Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.
13. Explain the importance of active listening for effective communication
14. Discuss the significance of working collaboratively with others in a team

Diversity & Inclusion **Duration: 2.5 Hours**

15. Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD
16. Discuss the significance of escalating sexual harassment issues as per POSH act.

Financial and Legal Literacy **Duration: 5 Hours**

17. Outline the importance of selecting the right financial institution, product, and service
18. Demonstrate how to carry out offline and online financial transactions, safely and securely
19. List the common components of salary and compute income, expenditure, taxes, investments etc.
20. Discuss the legal rights, laws, and aids

Essential Digital Skills **Duration: 10 Hours**

21. Describe the role of digital technology in today's life
22. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely.
23. Discuss the significance of displaying responsible online behavior while browsing, using various

Social media platforms, e-mails, etc., safely, and securely

24. Create sample word documents, excel sheets and presentations using basic features
25. utilize virtual collaboration tools to work effectively

Entrepreneurship Duration: 7 Hours

26. Explain the types of entrepreneurship and enterprises
27. Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan.
28. Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement
29. Create a sample business plan, for the selected business opportunity

Customer Service Duration: 5 Hours

30. Describe the significance of analyzing different types and needs of customers
31. Explain the significance of identifying customer needs and responding to them in a professional manner.
32. Discuss the significance of maintaining hygiene and dressing appropriately

Getting Ready for apprenticeship & Jobs Duration: 8 Hours

33. Create a professional Curriculum Vitae (CV)
34. Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively
35. Discuss the significance of maintaining hygiene and confidence during an interview
36. Perform a mock interview
37. List the steps for searching and registering for apprenticeship opportunities

LIST OF TOOLS & EQUIPMENT FOR EMPLOYABILITY SKILLS

S No.	Name of the Equipment	Quantity
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 12: On-the-Job Training

Mapped to Retail Trainee Associate RAS/Q0103

Mandatory Duration: 60:00 hrs.	Recommended Duration: NA
Location: Workplace/ On Site	
Terminal Outcomes	
<ul style="list-style-type: none"> • Demonstrate the process of evaluating the display area as per the design brief mentioned and report any concerns promptly to the concerned authority. • Demonstrate the process to set up and dismantle the display safely, in line with plans and within the time allowed. • Demonstrate the process to clean and store equipment and excess materials; get rid of waste safely, correctly, and promptly. • Verify the information on the label is clear, accurate and legal before starting to label stock. • Demonstrate the steps to attach the right labels at appropriate position for the right products. • Demonstrate the process to dismantle displays safely. • Demonstrate methods to clean display sites and parts using safe and approved cleaning materials and equipment. • Verify the condition of products on display. • Demonstrate the procedure to dispose waste and unwanted packaging material. • Dramatize a situation to ask the concerned person for help when products are proving difficult to put together. • Roleplay a situation to acknowledge promptly and politely customers' requests for information and advice. • Dramatize a situation of how to acknowledge the complaint clearly and accurately and apologize to the customer • Dramatize a situation to give clear reasons to your customer when the problem has not been resolved to their satisfaction. • Roleplay on how to escalate complaints that cannot be solved. • Roleplay to respond positively to any questions or objections that the customer raises. • Demonstrate the documentation process involved in the enrolment of a customer in a loyalty scheme • Demonstrate the steps to fill in the membership application accurately with the customer, using the information they provide. • Demonstrate the process to notice and identify security risks. • Roleplay a situation to reporting security risks to the right people promptly and accurately. • Use appropriate electronic article surveillance equipment to ensure store security • Identify focal point of the display with the help of design brief. • Demonstrate the process to create displays that achieve the required visual effect and are consistent with the company's visual design policy • Select appropriate dressing techniques for different types of merchandise • Dramatize a scenario to promptly report any problems and risks to the right person when he/she is not in an authority to resolve the issue. • Roleplay a situation to demonstrate evacuation process during emergency situations • Demonstrate the process to check that equipment needed are fit for use. • Demonstrate appropriate lifting and handling equipment guidelines in line with company and manufacturer's instructions. • Roleplay a situation to provide first aid assistance aligned with standard procedures. • Role play a situation of customer service interaction to demonstrate courteous and helpful behaviour at all times during the interaction with the customer. 	

- Roleplay a scenario of using questioning techniques to clarify doubts on instructions or responsibilities.
- Role play a situation of customer interaction by using appropriate gestures or simple words to communicate where language barriers exist.

Annexure

Trainer Requirement for Domain Skills

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

Trainer Certification	
Domain Certification	Platform Certification
Retail Trainee Associate QP (RAS/Q0103) Minimum pass percentage: 80%	Trainer QP (MEP/Q2601) Minimum pass percentage: 80%

Trainer Requirement 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 trainer should: <ul style="list-style-type: none"> • have good communication skills • be well versed in English • have digital skills • have attention to detail • be adaptable • have willingness to learn
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)					

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

Master Trainers Requirements 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 peer trainers	Prospective ES Master trainer should: <ul style="list-style-type: none"> • have good communication skills • be well versed in English • have basic digital skills • have attention to detail • be adaptable • have willingness to learn • be able to grasp concepts fast and is creative with teaching practices and likes sharing back their learning with others
Certified Master Trainer	Qualification Pack: Master Trainer (MEP/Q2602)			3	EEE training of Management SSC (MEPSC) (155 hours)	

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

Assessor Requirements for Domain Skills

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

Assessor Certification	
Domain Certification	Platform Certification
Retail Trainee Associate QP (RAS/Q0103) 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

- Carry out assessments under realistic work pressures that are found in the normal industry workplace.
- 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.

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
Declarative Knowledge	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.
Key Learning Outcome	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).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	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.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
Terminal Outcome	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
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards