



# Model Curriculum

**QP Name: Visual Merchandiser**

**QP Code: RAS/Q0402**

**QP Version: 3.0**

**NSQF Level: 4.5**

**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>	Marketing
<b>Country</b>	India
<b>NSQF Level</b>	4.5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/1221.9900
<b>Minimum Educational Qualification and Experience</b>	<ul style="list-style-type: none"> <li>• 3-year diploma after 10th with 1 Years of relevant experience</li> <li>• 12th grade pass with 1.5 years of relevant experience</li> <li>• 10th grade pass with 4.5 years of relevant experience</li> <li>• Previous relevant Qualification of NSQF Level 4 with 1.5-year relevant experience</li> <li>• Previous relevant Qualification of NSQF Level 3.5 with 3 years relevant experience</li> </ul>
<b>Pre-Requisite License or Training</b>	No licensing or statutory approvals required for the training
<b>Minimum Job Entry Age</b>	18 years
<b>Last Reviewed On</b>	30/04/24
<b>Next Review Date</b>	29/04/27
<b>NSQC Approval Date</b>	30/04/24
<b>QP Version</b>	3.0
<b>Model Curriculum Creation Date</b>	04/11/2023
<b>Model Curriculum Valid Up to Date</b>	29/04/27
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	540 hours
<b>Maximum Duration of the Course</b>	540 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.

- Discuss how to enhance store visibility by implementing attractive visual displays to support store profitability.
- Explain the importance of complying to store policies, merchandising norms and statutory regulations while executing themes and plots.
- Analyze collected data to track the visual impact of promotions and events.
- Explain the significance of maintaining visual merchandising elements in the store as per brand and store guidelines.
- Discuss how to update self on industry trends and best practices through continuous learning and innovation.
- Explain how to liaise effectively with internal and external stakeholders to effectively implement visual merchandising plans.
- 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</b>	<b>00:00</b>	<b>00:00</b>	<b>00:00</b>		<b>00:00</b>
Introduction	00:00	00:00	00:00		00:00
<b>RAS/N0401: Enhance store visibility by implementing attractive visual displays to support store profitability NSQF Level: 4.5</b>	<b>35:00</b>	<b>45:00</b>	<b>10:00</b>		<b>90:00</b>
Enhance store visibility by implementing attractive visual displays to support store profitability.	35:00	45:00	10:00		90:00
<b>RAS/N0402: Comply to store policies, merchandising norms and statutory regulations while executing themes and plots NSQF Level: 4.5</b>	<b>35:00</b>	<b>45:00</b>	<b>10:00</b>		<b>90:00</b>
Store policies, merchandising norms and statutory regulations while Executing themes & plots.	35:00	45:00	10:00		90:00
<b>RAS/N0403: Collect and analyze data to track the visual impact of promotions and events NSQF Level: 4.5</b>	<b>35:00</b>	<b>45:00</b>	<b>10:00</b>		<b>90:00</b>
Collect and analyze data to track the visual impact of promotions and events	35:00	45:00	10:00		90:00
<b>RAS/N0404: Maintain visual merchandising elements in the store as per brand and store guidelines NSQF Level: 4.5</b>	<b>35:00</b>	<b>45:00</b>	<b>10:00</b>		<b>90:00</b>
Maintain visual merchandising elements in the store as per brand and store guidelines.	35:00	45:00	10:00		90:00

<b>RAS/N0405: Update self on industry trends and best practices through continuous learning and innovation</b> <b>NSQF Level: 4.5</b>	<b>23:00</b>	<b>27:00</b>	<b>10:00</b>		<b>60:00</b>
Update self on industry trends and best practices through continuous learning and innovation.	23:00	27:00	10:00		60:00
<b>RAS/N0406: Liaise effectively with internal and external stakeholders to effectively implement visual merchandising plans</b> <b>NSQF Level: 4.5</b>	<b>23:00</b>	<b>27:00</b>	<b>10:00</b>		<b>60:00</b>
Liaise effectively with internal and external stakeholders to effectively implement visual merchandising plans.	23:00	27:00	10:00		60:00
<b>DGT/VSQ/N0102: Employability skills</b> <b>NSQF Level:4</b>	<b>24:00</b>	<b>36:00</b>			<b>60:00</b>
Introduction to employability skills	00:30	01:00			01:30
Constitutional values - Citizenship	00:30	01:00			01:30
Become a professional in 21 <sup>st</sup> 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
<b>Total Duration</b>	<b>210:00</b>	<b>270:00</b>	<b>60:00</b>		<b>540:00</b>

## Module Details

### Module 1: Introduction

#### Bridge Module

#### Terminal Outcomes:

- Describe the features of retailing in India.
- Discuss about the growth of retail sector in India.
- Describe the roles and responsibilities of a Visual Merchandiser.

<b>Duration: 00:00</b>	<b>Duration: 00:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Outline the current scenario of retailing sector in India.</li> <li>• List the factors that lead to growth of retailing sector in India.</li> <li>• Describe the roles and responsibilities of Visual Merchandiser.</li> <li>• Outline the vertical career progression path for a Visual Merchandiser.</li> <li>• Discuss the importance of visual merchandising for retail stores.</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: Enhance store visibility by implementing attractive visual displays to support store profitability

*Mapped to RAS/N0401*

### Terminal Outcomes:

- Conform to visual merchandising guidelines – company norms, market trends and brand guidelines.
- Explain the importance of enhancing cross category merchandising and increase add-on sales.
- Demonstrate the process to map product offers to theme based visual merchandising plans.
- Discuss various methods to improve the sales of specific product categories.

<i>Duration: 35:00</i>	<i>Duration: 45:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the impact of key trends in retail on visual merchandising.</li> <li>• Explain the importance of identifying target customer base, category-wise sales pattern, and market trends.</li> <li>• Describe the elements such as available space, lighting, props and visual merchandising accessories in order to design relevant and effective plots and themes.</li> <li>• Discuss the impact of seasonality and past sales patterns with respect to the merchandise category.</li> <li>• Explain the importance of identifying related categories across which merchandising themes and events can be planned.</li> <li>• List the opportunities for cross selling across related categories in order to design effective themes/ schemes.</li> <li>• Explain the importance of choosing appropriate shapes, colours and groupings that are suited to the purpose and style of the display.</li> <li>• List the tasks and activities involved in the merchandising plan.</li> <li>• Explain the importance of creating a detailed floor plan based on the finalized design.</li> <li>• Summarize the impact of store designs on visual merchandising.</li> <li>• Identify various elements of customers' buying behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to create displays that achieve the visual effect as required and are consistent with the company's visual design policy.</li> <li>• Demonstrate on how to use the design brief to identify the focal points of the display.</li> <li>• Roleplay a situation on detecting possible problems in putting the layout together and workout ways of sorting them out.</li> <li>• Assess the availability of resources required to execute the merchandising plan.</li> <li>• Roleplay a situation of implementing relevant offers and merchandising themes.</li> <li>• Demonstrate the steps to check that the finished display meets health and safety guidelines and legal requirements.</li> <li>• Demonstrate common display techniques for effective visual merchandising.</li> <li>• Demonstrate the usage of tools and equipment safely in line with company policies and procedures.</li> <li>• Demonstrate on how to create visual displays based on the requirements set by the marketing department.</li> <li>• Assess customers' buying behavior to modify visual merchandising plan.</li> <li>• Demonstrate on how to assemble and dismantle displays, if and when required.</li> </ul>



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|--|---|
| <ul style="list-style-type: none"> <li>Describe the process to validate merchandising themes and plots with all concerned stakeholders.</li> </ul> | <ul style="list-style-type: none"> <li>Roleplay a situation on identifying faltering categories, slow moving categories, and ageing products in store.</li> <li>Dramatize a situation on setting up the store based on the theme and visual merchandising plans.</li> <li>Demonstrate the steps of assessing store sales.</li> <li>Evaluate the performance of the store based on the theme.</li> </ul> |
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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**

Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.); Product planogram; Shelves for Stacking Products; Gondolas, Tables; Mannequins (Full/Half Bust); Dangers, Wobblers, Hangers, Fixtures, banners; POS Display (LED Lightbox); Signage Board; Offer /Policy Signage; Software (Photoshop/Illustrator/2D/3D Design); Camera that provide good picture quality (Mobile Camera/Digital Camera); Laptop/Tab/Computer with built-in internet; Glass window for Window Display

## Module 3: Store policies, merchandising norms and statutory regulations while executing themes and plots

*Mapped to RAS/N0402*

### Terminal Outcomes:

- Discuss the need to comply with store policies, vendor guidelines and statutory regulations while executing themes and plots.

<i>Duration: 35:00</i>	<i>Duration: 45:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• State the reasons to adhere to store policies and budgets with respect to visual merchandising.</li> <li>• List the statutory guidelines with respect to visual merchandising.</li> <li>• Summarize the impact of not following statutory norms.</li> <li>• Describe vendor guidelines with respect to visual merchandising.</li> <li>• Discuss the steps to be adopted in case of non-compliance with store policies and visual merchandising budgets.</li> <li>• List the key decision-makers at the store.</li> <li>• Discuss the importance of negotiating and reaching to an agreement with decision-makers concerning realistic arrangements and timescales for supply of visual merchandising elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the steps of complying with the visual merchandising budget and statutory guidelines.</li> <li>• Roleplay a situation on the actions to be taken when merchandise is not available at the store.</li> <li>• Identify the key decision-makers with whom the VM must agree on the visual merchandising plan.</li> <li>• Verify the suitability and availability of merchandise with the relevant decision-makers.</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>	
Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.); Product planogram; Shelves for Stacking Products; Gondolas, Tables; Mannequins (Full/Half Bust); Dangers, Wobblers, Hangers, Fixtures, banners; POS Display (LED Lightbox); Signage Board; Offer /Policy Signage; software (Photoshop/Illustrator/2D/3D Design); Camera that provide good picture quality (Mobile Camera/Digital Camera); Laptop/Tab/Computer with built-in internet; Glass window for Window Display	

## Module 4: Collect and analyze data to track the visual impact of promotions and events

Mapped to RAS/N0403

### Terminal Outcomes:

- Conduct store audits to identify and report impact of promotions and events on stock status.

<i>Duration: 35:00</i>	<i>Duration: 45:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the process to track visual impact of all promotions and events.</li> <li>• List the parameters to be observed and recorded to assess impact of promotions and events.</li> <li>• Discuss and setup standards for assessing the effect of displays and layouts.</li> <li>• Explain the process of checking the visual effect from the customer’s view.</li> <li>• Outline the security risks to the display and choose suitable ways of reducing them.</li> <li>• Discuss the importance of collecting and accurately interpreting information about customer’s responses to the display.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare current data trends with past data trends.</li> <li>• Dramatize a situation to report findings and recommendations clearly to decision-makers.</li> <li>• Demonstrate the process to verify that the display meets requirements for easy access, safety, and security.</li> <li>• Dramatize a situation to promptly report to the right person any problems and risks that are beyond the scope of responsibility.</li> <li>• Demonstrate the process to gather enough information to make judgments about customer’s responses to displays and layouts.</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>	
Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.); Product planogram; Shelves for Stacking Products; Gondolas, Tables; Mannequins (Full/Half Bust); Dangers, Wobblers, Hangers, Fixtures, banners; POS Display (LED Lightbox); Signage Board; Offer /Policy Signage; software (Photoshop/Illustrator/2D/3D Design); Camera that provide good picture quality (Mobile Camera/Digital Camera); Laptop/Tab/Computer with built-in internet; Glass window for Window Display	

## Module 5: Maintain visual merchandising elements in the store as per brand and store guidelines

Mapped to RAS/N0404

### Terminal Outcomes:

- Follow company, store and brand guidelines to ensure maintenance and refreshing of existing displays, fixtures and other visual merchandising elements.

<i>Duration: 35:00</i>	<i>Duration: 45:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance of conducting checks to ensure maintenance of tools, and props of existing themes.</li> <li>• State the significance of establishing uniformity of displays across stores.</li> <li>• Discuss the steps of collecting accurate information on price changes.</li> <li>• Summarize the importance of providing accurate and updated price information to the staff who need it.</li> <li>• Explain the importance of regularly checking price marking and promptly sort out any pricing problems you spot.</li> <li>• Discuss the process of ensuring that stock replenishment plans are up-to-date and realistic.</li> <li>• Summarise the importance of dealing with out-of-date stock in line with company policy.</li> <li>• Describe the importance of maintaining customer goodwill at the store.</li> <li>• Discuss the steps of following safety measures at the store.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process to inspect tools, displays, fixtures, and props for upkeep and maintenance needs.</li> <li>• Demonstrate the process to collect and record accurate information on price changes.</li> <li>• Demonstrate on how to prepare new prop in case of damaged / distressed props.</li> <li>• Identify out-of-date or deteriorating stock in line with company policy and any relevant law.</li> <li>• Demonstrate how to ensure compliance to all safety measures.</li> <li>• Dramatize a situation on how to spot improvements to the way stock is organized.</li> <li>• Roleplay a scenario of getting permission from the right person to improve the way inventory is organized.</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>	
Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.); Product planogram; Shelves for Stacking Products; Gondolas, Tables; Mannequins (Full/Half Bust); Dangers, Wobblers, Hangers, Fixtures, banners; POS Display (LED Lightbox); Signage Board; Offer /Policy Signage; Softwares (Photoshop/Illustrator/2D/3D Design); Camera that provide good picture quality (Mobile Camera/Digital Camera); Laptop/Tab/Computer with built-in internet; Glass window for Window Display	

## Module 6: Update self on industry trends and best practices through continuous learning and innovation

*Mapped to RAS/N0405*

### Terminal Outcomes:

- Identify opportunities for resolving problems and improving business operations.
- Discuss about recommending improvements to business operations & Contribute to the implementation of improvements to business operations.
- Describe the process to conduct market visits to keep abreast of industry best practices and trends.
- State the benefits of sharing best practices from wholesale and brand store .

<i>Duration: 23:00</i>	<i>Duration: 27:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance of collecting business information from the reliable sources.</li> <li>• State the reasons to monitor and analyze information to find actual or potential problems.</li> <li>• Explain the need to assess potential improvements for their relevance, feasibility, and ease of implementation.</li> <li>• State the reasons to monitor and evaluate information about improvements and their purpose to find out whether they are effective.</li> <li>• Explain the importance of confirming and clarifying the content and timescales of implementation with decision makers.</li> <li>• Explain plans to relevant individuals for effective implementation.</li> <li>• Discuss about market trends and running offers from comparative brands.</li> <li>• Explain the importance of sharing data and relevant reports with concerned stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to analyze information to reveal any actual or potential problems.</li> <li>• Roleplay a situation of communicating appropriately to the decision makers by giving them adequate opportunities to ask questions and seek clarifications.</li> <li>• Demonstrate appropriate behavior and commitment throughout the implementation process to achieve the benefits of the improvement.</li> <li>• Demonstrate the process to share data with store managers and marketing supervisors.</li> <li>• Dramatize a scenario of suggesting ideas which maximizes the benefits of the business and the client.</li> <li>• Roleplay a scenario of recommending improvements to the management in a form which is suitable for their use and supported by relevant information.</li> <li>• Dramatize a situation on obtaining advice and support as soon as possible when specific implementation problems come to light.</li> <li>• Identify opportunities and create promotions and offers as per business demand.</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>	
Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.); Product planogram; Shelves for Stacking Products; Gondolas, Tables; Mannequins (Full/Half Bust);	

Danglers, Wobblers, Hangers, Fixtures, banners; POS Display (LED Lightbox); Signage Board; Offer /Policy Signage; software (Photoshop/Illustrator/2D/3D Design); Camera that provide good picture quality (Mobile Camera/Digital Camera); Laptop/Tab/Computer with built-in internet; Glass window for Window Display

## Module 7: Liaise effectively with internal and external stakeholders to effectively implement visual merchandising plans

Mapped to RAS/N0406

### Terminal Outcomes:

- Explain how to establish working relationships with in-store staff, marketing teams and external stakeholders.
- Discuss how to build and improve vendor relationships as per business requirement.

<i>Duration: 23:00</i>	<i>Duration: 27:00</i>
<p><b>Theory – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of identifying external stakeholders and the nature of their interests.</li> <li>• Explain the need to establish working relationships with relevant internal and external stakeholders.</li> <li>• Outline the significance of communicating effectively in the workplace.</li> <li>• State the reasons for spreading awareness about Visual merchandising to store team.</li> <li>• Discuss the importance of identifying issues of potential interest or concern to stakeholders in the future and to identify new stakeholders</li> <li>• Explain the importance of collaborating with team to create design themes and plans and to ensure smooth and efficient implementation of events.</li> <li>• Discuss the need to collaborate with business, sales managers and retail managers to discuss sales strategies.</li> <li>• Explain the importance of managing team during the execution of a plan.</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Roleplay a scenario of communicating effectively with the vendors.</li> <li>• Dramatize a situation of resolving conflicts of interest and disagreements with stakeholders in ways that minimize damage to work and activities and to the stakeholders involved.</li> <li>• Dramatize a situation on how to resolve a difficult situation and issues from stakeholder's perspectives and provide support, where necessary, to move things forward.</li> <li>• Dramatize a scenario on advising stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements.</li> <li>• Demonstrate the steps to monitor and review the effectiveness of working relationships with stakeholders in order to identify areas for improvement.</li> <li>• Demonstrate on how create liaison with vendor to ensure availability of required resources in a timely manner.</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>Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.); Product planogram; Shelves for Stacking Products; Gondolas, Tables; Mannequins (Full/Half Bust); Dangers, Wobblers, Hangers, Fixtures, banners; POS Display (LED Lightbox); Signage Board; Offer /Policy Signage; software (Photoshop/Illustrator/2D/3D Design); Camera that provide good picture quality (Mobile Camera/Digital Camera); Laptop/Tab/Computer with built-in internet; Glass window for Window Display</p>	

## Module 8: 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 9: On-the-Job Training

*Mapped to Visual Merchandiser RAS/Q0402*

<b>Mandatory Duration: 60:00 hrs</b>	<b>Recommended Duration: NA</b>
<b>Location: Workplace/ On Site</b>	
<ul style="list-style-type: none"> <li>• Demonstrate how to create displays that achieve the visual effect as required and are consistent with the company's visual design policy.</li> <li>• Demonstrate on how to use the design brief to identify the focal points of the display.</li> <li>• Roleplay a situation on detecting possible problems in putting the layout together and workout ways of sorting them out.</li> <li>• Access the availability of resources required to execute the merchandising plan.</li> <li>• Roleplay a situation of implementing relevant offers and merchandising themes.</li> <li>• Demonstrate the steps to check that the finished display meets health and safety guidelines and legal requirements.</li> <li>• Demonstrate the usage of tools and equipment safely in line with company policies and procedures.</li> <li>• Demonstrate on how to create visual displays based on the requirements set by the marketing department.</li> <li>• Assess customers' buying behavior to modify visual merchandising plan.</li> <li>• Demonstrate on how to assemble and dismantle displays, if and when required.</li> <li>• Roleplay a situation on identifying faltering categories, slow moving categories, and ageing products in store.</li> <li>• Dramatize a situation on setting up the store based on the theme and visual merchandising plans.</li> <li>• Demonstrate the steps of assessing store sales.</li> <li>• Evaluate the performance of the store based on the theme.</li> <li>• Roleplay a situation on the actions to be taken when merchandise is not available at the store.</li> <li>• Verify the suitability and availability of merchandise with the relevant decision-makers.</li> <li>• Demonstrate the process to verify that the display meets requirements for easy access, safety, and security.</li> <li>• Dramatize a situation to promptly report to the right person any problems and risks that are beyond the scope of responsibility.</li> <li>• Demonstrate the process to gather enough information to allow you to make judgments about customer's responses to displays and layouts.</li> <li>• Demonstrate the process to inspect tools, displays, fixtures, and props for upkeep and maintenance needs.</li> <li>• Demonstrate the process to collect and record accurate information on price changes.</li> <li>• Demonstrate on how to prepare new prop in case of damaged / distressed props.</li> <li>• Identify out-of-date or deteriorating stock in line with company policy and any relevant law.</li> <li>• Dramatize a situation on how to spot improvements to the way stock is organized.</li> <li>• Roleplay a scenario of getting permission from the right person to improve the way inventory is organized.</li> <li>• Demonstrate how to analyze information to reveal any actual or potential problems.</li> <li>• Roleplay a situation of communicating appropriately to the decision makers by giving them adequate opportunities to ask questions and seek clarifications.</li> </ul>	

- Demonstrate appropriate behavior and commitment throughout the implementation process to achieve the benefits of the improvement.
- Dramatize a scenario of suggesting ideas which maximizes the benefits of the business and the client.
- Roleplay a scenario of recommending improvements to the management in a form which is suitable for their use and supported by relevant information.
- Dramatize a situation on obtaining advice and support as soon as possible when specific implementation problems come to light.
- Identify opportunities and create promotions and offers as per business demand.
- Roleplay a scenario of communicating effectively with the vendors.
- Dramatize a situation of resolving conflicts of interest and disagreements with stakeholders in ways that minimize damage to work and activities and to the stakeholders involved.
- Dramatize a situation on how to resolve a difficult situation and issues from stakeholder's perspectives and provide support, where necessary, to move things forward.
- Dramatize a scenario on advising stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements.
- Demonstrate the steps to monitor and review the effectiveness of working relationships with stakeholders in order to identify areas for improvement.
- Demonstrate on how create liaison with vendor to ensure availability of required resources in a timely manner.

## Annexure

### Trainer Requirement for Domain Skills

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
<b>For Trainers</b>						
12 <sup>th</sup> Pass		4	Visual Merchandising in Retail Store Operations or Sales			
OR						
12 <sup>th</sup> Pass		2	Visual Merchandising in Retail Store Operations or Sales	2	Visual Merchandising in Retail Store Operations or Sales	
OR						
Graduate (In any Field) / Diploma in Retail Management		2	Visual Merchandising in Retail Store Operations or Sales			
OR						
Graduate (In any Field) / Diploma in Retail Management		1	Visual Merchandising in Retail Store Operations or Sales	1	Visual Merchandising in Retail Store Operations or Sales	

<b>Trainer Certification</b>	
<b>Domain Certification</b>	<b>Platform Certification</b>
Retail Store Manager QP (RAS/Q0107) level 5.5 with minimum pass percentage:80%	Recommended that the Trainer is certified for the JOB Role "Trainer (VET and Skills)", mapped to the Qualification Pack: "MEP/2601, V2.0" with minimum score of 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"> <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)					

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

## Master Trainers Requirement for Employability Skill

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 Mastertrainer should: <ul style="list-style-type: none"> <li>• have good communication skills</li> <li>• be well versed in English</li> <li>• have basic digital skills</li> </ul>
Certified Master Trainer	Qualification Pack: Master Trainer (MEP/Q2602)			3	EEE training of Management SSC (MEPSC) (155 hours)	<ul style="list-style-type: none"> <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 60-hour Employability NOS (2022), with a minimum score of <b>90%</b> .  <b>OR</b> Certified in 120-, 90-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 Assessors</b>						
12 <sup>th</sup> Pass		5	Visual Merchandising in Retail Store Operations or Sales	-		
OR						
Graduate (In any Field) / Diploma in Retail Management		3	Visual Merchandising in Retail Store Operations or Sales			

Assessor Certification	
Domain Certification	Platform Certification
Retail Store Manager QP (RAS/Q0107) level 5.5 with minimum pass percentage: 80%	Recommended that the Assessor is certified for the Job Role; Assessor (VET and SKILLS)", mapped to the Qualification Pack "MEP/Q2701, V2.0" with minimum score of 80%



## Assessment Strategy for Domain Skills

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 case study or scenario-based Viva Voce, Role Play, or Demonstration.

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 <b>upon the completion of the training</b> .
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module</b> . 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