

Qualification Pack



Retail Sales Assistant

QP Code: RAS/Q0103

Version: 4.0

NSQF Level: 3

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RAS/Q0103: Retail Sales Assistant

Brief Job Description

Individuals in this position display merchandise and interact with customers to understand their needs to service them with sales of relevant product offerings whilst working cordially within the team and retail organization.

Personal Attributes

The individual needs to be physically fit to withstand working in a retail environment whilst being customer responsive. He/she would need good interpersonal and listening skills.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [RAS/N0105: Display stock to promote sales](#)
2. [RAS/N0106: Prepare visual merchandising displays](#)
3. [RAS/N0107: Dress Visual Merchandising Displays](#)
4. [RAS/N0108: Dismantle and Store Visual Merchandising Displays](#)
5. [RAS/N0109: Prepare Products for Sale](#)
6. [RAS/N0118: Promote Loyalty Schemes to Customers](#)
7. [RAS/N0119: Maintain Store Security](#)
8. [RAS/N0124: To Provide Information and Advice to Customers](#)
9. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Retail
Sub-Sector	Retail Operations
Occupation	Store Operations
Country	India

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NSQF Level	3
Credits	13
Aligned to NCO/ISCO/ISIC Code	NCO-2015/5223.0105
Minimum Educational Qualification & Experience	10th grade pass OR Previous relevant Qualification of NSQF Level 2.5 with 1.5 years of experience relevant experience in store operations OR Previous relevant Qualification of NSQF Level 2 with 3 Years of experience relevant experience in store operations
Minimum Level of Education for Training in School	9th Class
Pre-Requisite License or Training	None
Minimum Job Entry Age	14 Years
Last Reviewed On	NA
Next Review Date	22/10/2027
NSQC Approval Date	22/10/2024
Version	4.0
Reference code on NQR	QG-03-OR-03322-2024-V2-RASCI
NQR Version	2.0

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RAS/N0105: Display stock to promote sales

Description

This OS describes the skills and knowledge required to effectively display stock to promote sales.

Scope

The scope covers the following :

- To display stock to promote sales

Elements and Performance Criteria

Prepare display areas and goods in a retail store

To be competent, the user/individual on the job must be able to:

- PC1.** identify the need for the display in relation to stock, space, position of the display and dates.
- PC2.** check that the display area is the right size and report any concerns promptly.
- PC3.** gather the materials, equipment and stock needed for the display and check that they are clean, safe and in good working order.
- PC4.** follow company procedures for clearing, cleaning and preparing the display area before use.

Set up and dismantle displays in a retail store

To be competent, the user/individual on the job must be able to:

- PC5.** set up and dismantle the display safely, in line with plans and within the time allowed.
- PC6.** check that the display is clean, tidy and safe for use.
- PC7.** check that the display has the levels of stock needed.
- PC8.** clean and store equipment and excess materials; get rid of waste safely, correctly and promptly.

Label displays of stock in a retail store

To be competent, the user/individual on the job must be able to:

- PC9.** check requirements for labelling stock.
- PC10.** check information on the label is clear, accurate and legal before starting to label stock.
- PC11.** report promptly any information on labels that may need changing.
- PC12.** attach the right labels to the right products.
- PC13.** position labels so that they are securely fastened and customers can see them clearly.
- PC14.** complete labelling within the time allowed.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** setting up displays as per the health, safety and environmental standards.
- KU2.** following store procedures for display requirements for stock, space, position of the display & dates.

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KU3. meeting Legal or Statutory requirements

KU4. cleaning and storing materials and equipment used in displays and getting rid of waste safely

KU5. using labelling materials and equipment efficiently and effectively

Generic Skills (GS)

User/individual on the job needs to know how to:

GS1. complete documentation accurately

GS2. write simple reports when required

GS3. read information accurately

GS4. read and interpret data sheets

GS5. follow instructions accurately

GS6. use gestures or simple words to communicate where language barriers exist

GS7. use questioning to minimise misunderstandings

GS8. display courteous and helpful behaviour at all times

GS9. make appropriate decisions regarding the responsibilities of the job role

GS10. plan and schedule routines

GS11. build relationships with internal and external customers

GS12. respond to breakdowns and malfunction of equipment

GS13. respond to unsafe and hazardous working conditions

GS14. respond to security breaches

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare display areas and goods in a retail store</i>	15	15	-	-
PC1. identify the need for the display in relation to stock, space, position of the display and dates.	5	5	-	-
PC2. check that the display area is the right size and report any concerns promptly.	2.5	2.5	-	-
PC3. gather the materials, equipment and stock needed for the display and check that they are clean, safe and in good working order.	5	5	-	-
PC4. follow company procedures for clearing, cleaning and preparing the display area before use.	2.5	2.5	-	-
<i>Set up and dismantle displays in a retail store</i>	15	15	-	-
PC5. set up and dismantle the display safely, in line with plans and within the time allowed.	5	5	-	-
PC6. check that the display is clean, tidy and safe for use.	2.5	2.5	-	-
PC7. check that the display has the levels of stock needed.	5	5	-	-
PC8. clean and store equipment and excess materials; get rid of waste safely, correctly and promptly.	2.5	2.5	-	-
<i>Label displays of stock in a retail store</i>	20	20	-	-
PC9. check requirements for labelling stock.	5	5	-	-
PC10. check information on the label is clear, accurate and legal before starting to label stock.	2.5	2.5	-	-
PC11. report promptly any information on labels that may need changing.	2.5	2.5	-	-
PC12. attach the right labels to the right products.	2.5	2.5	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. position labels so that they are securely fastened and customers can see them clearly.	5	5	-	-
PC14. complete labelling within the time allowed.	2.5	2.5	-	-
NOS Total	50	50	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	RAS/N0105
NOS Name	Display stock to promote sales
Sector	Retail
Sub-Sector	Retail Operations
Occupation	Store Operations
NSQF Level	3
Credits	2
Version	2.0
Last Reviewed Date	22/10/2024
Next Review Date	22/10/2027
NSQC Clearance Date	22/10/2024

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RAS/N0106: Prepare visual merchandising displays

Description

This OS describes the skills and knowledge required to effectively plan and prepare visual merchandising displays

Scope

The scope covers the following :

- Effectively plan and prepare visual merchandising displays

Elements and Performance Criteria

Interpret design briefs for retail displays

To be competent, the user/individual on the job must be able to:

- PC1.** identify the purpose, content and style of the display.
- PC2.** identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it.
- PC3.** evaluate whether the place to put the display is likely to fulfil the design brief.
- PC4.** create new and effective ways of improving the visual effect, within his/her limits of design brief, company's visual design policies and authority.

Get hold of merchandise and props to be featured in retail displays

To be competent, the user/individual on the job must be able to:

- PC5.** confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers attention.
- PC6.** identify other merchandise and props when those originally specified are not available or not suitable, and agree the selections with the right person.
- PC7.** verify arrangements for delivery of merchandise & props with the right people, allowing enough time for deliveries to arrive before display must be installed.
- PC8.** check the progress of deliveries and take suitable action if delays seem likely.
- PC9.** update stock records to account for merchandise on display.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Role of displays in marketing, promotional and sales campaigns and activities.
- KU2.** Importance and content of the design brief
- KU3.** The design brief to identify what you need for the display.
- KU4.** The company policies for visual design.
- KU5.** The role of displays in marketing, promotional and sales campaigns and activities.
- KU6.** Using the design brief to identify what you need for the display.

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- KU7.** Merchandiser or buyer who needs to be consulted about merchandise and props.
- KU8.** Arranging delivery of merchandise and monitor the progress of deliveries.
- KU9.** Updating stock records to account for merchandise on display.
- KU10.** Different approaches to designing displays for different types of merchandise, and why these are effective .
- KU11.** Evaluating the potential places to put the display as per the design brief.
- KU12.** Light, colour, texture, shape and dimension combined to achieve the effects.
- KU13.** Assessing the potential of places for displays to meet the design brief.

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** Complete documentation accurately
- GS2.** Write simple reports when required
- GS3.** Read information accurately
- GS4.** Read and interpret data sheets
- GS5.** Follow instructions accurately
- GS6.** Use gestures or simple words to communicate where language barriers exist
- GS7.** Use questioning to minimise misunderstandings
- GS8.** Display courteous and helpful behaviour at all times
- GS9.** Make appropriate decisions regarding the responsibilities of the job role
- GS10.** Plan and schedule routines
- GS11.** Build relationships with internal and external customers
- GS12.** Respond to breakdowns and malfunction of equipment
- GS13.** Respond to unsafe and hazardous working conditions
- GS14.** Respond to security breaches

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Interpret design briefs for retail displays</i>	22.5	22.5	-	-
PC1. identify the purpose, content and style of the display.	5	5	-	-
PC2. identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it.	5	5	-	-
PC3. evaluate whether the place to put the display is likely to fulfil the design brief.	5	5	-	-
PC4. create new and effective ways of improving the visual effect, within his/her limits of design brief, companys visual design policies and authority.	7.5	7.5	-	-
<i>Get hold of merchandise and props to be featured in retail displays</i>	27.5	27.5	-	-
PC5. confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers attention.	5	5	-	-
PC6. identify other merchandise and props when those originally specified are not available or not suitable, and agree the selections with the right person.	5	5	-	-
PC7. verify arrangements for delivery of merchandise & props with the right people, allowing enough time for deliveries to arrive before display must be installed.	7.5	7.5	-	-
PC8. check the progress of deliveries and take suitable action if delays seem likely.	5	5	-	-
PC9. update stock records to account for merchandise on display.	5	5	-	-
NOS Total	50	50	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	RAS/N0106
NOS Name	Prepare visual merchandising displays
Sector	Retail
Sub-Sector	Retail Operations
Occupation	Store Operations
NSQF Level	3
Credits	1
Version	2.0
Last Reviewed Date	22/10/2024
Next Review Date	22/10/2027
NSQC Clearance Date	22/10/2024

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RAS/N0107: Dress Visual Merchandising Displays

Description

This OS describes the skills and knowledge required to effectively dress visual merchandising displays.

Scope

The scope covers the following :

- Effectively dress visual merchandising displays

Elements and Performance Criteria

Dress in-store displays based on guidelines

To be competent, the user/individual on the job must be able to:

- PC1.** use the design brief to identify the focal points of the display.
- PC2.** choose shapes, colours and groupings that are suited to the purpose and style of the display.
- PC3.** create displays that achieve the required visual effect and are consistent with the company's visual design policy.
- PC4.** position merchandise, graphics and signs in ways that promote sales.
- PC5.** check that lighting is installed in line with the design brief.
- PC6.** check that the finished display meets health and safety guidelines and legal requirements.

Dress window displays based on guidelines

To be competent, the user/individual on the job must be able to:

- PC7.** position merchandise, graphics & signs according to guidelines & in ways that attract attention & interest of customers & give customers information they need.
- PC8.** group merchandise appropriately for the purpose & style of display, the selling features of merchandise & the visual effect needed under the design brief.
- PC9.** make sure that lighting is installed in line with lighting requirements.

Evaluate and improve retail displays

To be competent, the user/individual on the job must be able to:

- PC10.** check that all the parts of the display are suitable for the purpose of the display and meet requirements.
- PC11.** check that the display meets requirements for easy access, safety and security.
- PC12.** identify safety and security risks to the display and choose suitable ways of reducing risks.
- PC13.** consider how the display looks from all the directions from which customers will approach it.
- PC14.** encourage colleagues to provide constructive comments about the display.
- PC15.** promptly make any adjustments that he/she is authorised to make and that are needed to achieve the visual effect and to make the display safe and secure.
- PC16.** regularly check the displays visual effect.
- PC17.** promptly report to the right person any problems and risks that he/she is not responsible for sorting out himself/herself.

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Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** creating and using focal points within a display.
- KU2.** putting together merchandising displays for use inside the store.
- KU3.** dressing mannequins, busts and other props.
- KU4.** displaying different types of merchandise.
- KU5.** choosing a suitable type of grouping.
- KU6.** using different types, directions and levels of light to create atmosphere.
- KU7.** achieving add-on sales and why this is important.
- KU8.** installing creative displays and awareness of trends.
- KU9.** different approaches to displaying merchandise and choosing the best approach.
- KU10.** props, prototypes, dressings and fixtures creating visual effects.
- KU11.** health and safety guidelines for displays.
- KU12.** identifying the selling features of merchandise to be used in displays.
- KU13.** lighting window displays and who in your store is responsible for installing lighting.
- KU14.** the legal requirements which apply to pricing and ticketing.
- KU15.** the company's visual design and merchandising policies.
- KU16.** reporting arrangements for sorting out problems and reducing risks.
- KU17.** evaluating the visual effect of displays.
- KU18.** making adjustments and improvements to displays.
- KU19.** using scale when creating visual effects.
- KU20.** dressing techniques for different types of merchandise.
- KU21.** different purposes of displays and their use in visual merchandising.
- KU22.** choosing and combining dimension, shape, colour, texture and lighting to create the visual effect you need from a display.

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** complete documentation accurately
- GS2.** write simple reports when required
- GS3.** read information accurately
- GS4.** read and interpret data sheets
- GS5.** follow instructions accurately
- GS6.** use gestures or simple words to communicate where language barriers exist
- GS7.** use questioning to minimise misunderstandings
- GS8.** display courteous and helpful behaviour at all times
- GS9.** make appropriate decisions regarding the responsibilities of the job role
- GS10.** plan and schedule routines

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- GS11.** build relationships with internal and external customers
- GS12.** respond to breakdowns and malfunction of equipment
- GS13.** respond to unsafe and hazardous working conditions
- GS14.** respond to security breaches

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Dress in-store displays based on guidelines</i>	20	20	-	-
PC1. use the design brief to identify the focal points of the display.	5	5	-	-
PC2. choose shapes, colours and groupings that are suited to the purpose and style of the display.	2.5	2.5	-	-
PC3. create displays that achieve the required visual effect and are consistent with the companys visual design policy.	2.5	2.5	-	-
PC4. position merchandise, graphics and signs in ways that promote sales.	2.5	2.5	-	-
PC5. check that lighting is installed in line with the design brief.	2.5	2.5	-	-
PC6. check that the finished display meets health and safety guidelines and legal requirements.	5	5	-	-
<i>Dress window displays based on guidelines</i>	7.5	7.5	-	-
PC7. position merchandise, graphics & signs according to guidelines & in ways that attract attention & interest of customers & give customers information they need.	2.5	2.5	-	-
PC8. group merchandise appropriately for the purpose & style of display, the selling features of merchandise & the visual effect needed under the design brief.	2.5	2.5	-	-
PC9. make sure that lighting is installed in line with lighting requirements.	2.5	2.5	-	-
<i>Evaluate and improve retail displays</i>	22.5	22.5	-	-
PC10. check that all the parts of the display are suitable for the purpose of the display and meet requirements.	2.5	2.5	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. check that the display meets requirements for easy access, safety and security.	2.5	2.5	-	-
PC12. identify safety and security risks to the display and choose suitable ways of reducing risks.	2.5	2.5	-	-
PC13. consider how the display looks from all the directions from which customers will approach it.	2.5	2.5	-	-
PC14. encourage colleagues to provide constructive comments about the display.	2.5	2.5	-	-
PC15. promptly make any adjustments that he/she is authorised to make and that are needed to achieve the visual effect and to make the display safe and secure.	2.5	2.5	-	-
PC16. regularly check the displays visual effect.	2.5	2.5	-	-
PC17. promptly report to the right person any problems and risks that he/she is not responsible for sorting out himself/herself.	5	5	-	-
NOS Total	50	50	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	RAS/N0107
NOS Name	Dress Visual Merchandising Displays
Sector	Retail
Sub-Sector	Retail Operations
Occupation	Store Operations
NSQF Level	3
Credits	2
Version	2.0
Last Reviewed Date	22/10/2024
Next Review Date	22/10/2027
NSQC Clearance Date	22/10/2024

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RAS/N0108: Dismantle and Store Visual Merchandising Displays

Description

This OS describes the skills and knowledge required to effectively dismantle and store visual merchandising displays.

Scope

The scope covers the following :

- Effectively dismantle and store visual merchandising displays.

Elements and Performance Criteria

Dismantle retail displays

To be competent, the user/individual on the job must be able to:

- PC1.** dismantle displays safely.
- PC2.** protect the parts of the display from being damaged during dismantling.
- PC3.** return the parts of the display to the appropriate places promptly and, if needed, in a saleable condition.
- PC4.** get rid of unwanted materials safely and keep accurate records of this if needed.
- PC5.** clean display sites and parts using safe and approved cleaning materials and equipment.

Store equipment, props and graphics for retail displays

To be competent, the user/individual on the job must be able to:

- PC6.** work out accurately the storage space required.
- PC7.** identify the protective packaging he/she needs and the security measures that need to be in place.
- PC8.** store items in suitable places and with clear and accurate labels.
- PC9.** keep accurate and up-to-date records of items in storage.
- PC10.** identify damaged items, missing items and dangers and risks to health and safety, and report these promptly to the right person.
- PC11.** check that storage facilities and items in storage are clean, safe, secure and accessible only to those with a right to them.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** dismantling displays safely.
- KU2.** protecting the parts of displays from being damaged during dismantling.
- KU3.** identifying unwanted materials and how to get rid of them safely.
- KU4.** where to return the parts of display to.
- KU5.** identifying safe and approved cleaning materials and equipment to use.

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- KU6.** working out the storage space needed.
- KU7.** identifying requirements for protective packaging and security measures.
- KU8.** labelling items accurately.
- KU9.** keeping records of items and where to store them.
- KU10.** items that need to be stored.
- KU11.** dangers and risks to health, safety and security in relation to storage facilities and stored items.
- KU12.** reporting dangers and risks to the concerned
- KU13.** techniques for cleaning display sites and parts safely and thoroughly.
- KU14.** checking the condition of items.
- KU15.** dealing with items that need repair.
- KU16.** store items securely.

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** complete documentation accurately
- GS2.** write simple reports when required
- GS3.** read information accurately
- GS4.** read and interpret data sheets
- GS5.** follow instructions accurately
- GS6.** use gestures or simple words to communicate where language barriers exist
- GS7.** use questioning to minimise misunderstandings
- GS8.** display courteous and helpful behaviour at all times
- GS9.** make appropriate decisions regarding the responsibilities of the job role
- GS10.** plan and schedule routines
- GS11.** build relationships with internal and external customers
- GS12.** respond to breakdowns and malfunction of equipment
- GS13.** respond to unsafe and hazardous working conditions
- GS14.** respond to security breaches

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Dismantle retail displays</i>	22.5	22.5	-	-
PC1. dismantle displays safely.	2.5	2.5	-	-
PC2. protect the parts of the display from being damaged during dismantling.	5	5	-	-
PC3. return the parts of the display to the appropriate places promptly and, if needed, in a saleable condition.	5	5	-	-
PC4. get rid of unwanted materials safely and keep accurate records of this if needed.	5	5	-	-
PC5. clean display sites and parts using safe and approved cleaning materials and equipment.	5	5	-	-
<i>Store equipment, props and graphics for retail displays</i>	27.5	27.5	-	-
PC6. work out accurately the storage space required.	5	5	-	-
PC7. identify the protective packaging he/she needs and the security measures that need to be in place.	5	5	-	-
PC8. store items in suitable places and with clear and accurate labels.	2.5	2.5	-	-
PC9. keep accurate and up-to-date records of items in storage.	5	5	-	-
PC10. identify damaged items, missing items and dangers and risks to health and safety, and report these promptly to the right person.	5	5	-	-
PC11. check that storage facilities and items in storage are clean, safe, secure and accessible only to those with a right to them.	5	5	-	-
NOS Total	50	50	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	RAS/N0108
NOS Name	Dismantle and Store Visual Merchandising Displays
Sector	Retail
Sub-Sector	Retail Operations
Occupation	Store Operations
NSQF Level	3
Credits	1
Version	2.0
Last Reviewed Date	22/10/2024
Next Review Date	22/10/2027
NSQC Clearance Date	22/10/2024

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RAS/N0109: Prepare Products for Sale

Description

This OS describes the skills and knowledge required to effectively prepare products for sale.

Scope

The scope covers the following :

- Effectively prepare products for sale.

Elements and Performance Criteria

Prepare products for selling to customers

To be competent, the user/individual on the job must be able to:

- PC1.** check that all expected items and parts of the product are in the package.
- PC2.** remove all unwanted packaging and safely get rid of waste.
- PC3.** gather the tools he/she needs for putting products together.
- PC4.** use safe work methods and follow manufacturers instructions when putting products together.
- PC5.** check that products have been assembled correctly and can be used safely.
- PC6.** ask the right person for help when products are proving difficult to put together.
- PC7.** check regularly that products on display are in a satisfactory condition.
- PC8.** promptly remove damaged products from display and follow company procedures for dealing with them.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** products he/she is responsible for preparing for sale.
- KU2.** where to put products together and where to put them once they are assembled.
- KU3.** working safely when putting products together for sale.
- KU4.** checking that products have been correctly put together and are safe to display.
- KU5.** whom to approach for help when products are proving difficult to put together.
- KU6.** company quality standards for products on display.
- KU7.** checking the condition of products on display.
- KU8.** dealing with products that are damaged.
- KU9.** tools to be used to put products together.
- KU10.** getting rid of unwanted packaging and waste.

Generic Skills (GS)

User/individual on the job needs to know how to:

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- GS1.** complete documentation accurately
- GS2.** write simple reports when required
- GS3.** read information accurately
- GS4.** read and interpret data sheets
- GS5.** follow instructions accurately
- GS6.** use gestures or simple words to communicate where language barriers exist
- GS7.** use questioning to minimise misunderstandings
- GS8.** display courteous and helpful behaviour at all times
- GS9.** make appropriate decisions regarding the responsibilities of the job role
- GS10.** plan and schedule routines
- GS11.** build relationships with internal and external customers
- GS12.** respond to breakdowns and malfunction of equipment
- GS13.** respond to unsafe and hazardous working conditions
- GS14.** respond to security breaches

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare products for selling to customers</i>	50	50	-	-
PC1. check that all expected items and parts of the product are in the package.	5	5	-	-
PC2. remove all unwanted packaging and safely get rid of waste.	5	5	-	-
PC3. gather the tools he/she needs for putting products together.	5	5	-	-
PC4. use safe work methods and follow manufacturers instructions when putting products together.	5	5	-	-
PC5. check that products have been assembled correctly and can be used safely.	10	10	-	-
PC6. ask the right person for help when products are proving difficult to put together.	7.5	7.5	-	-
PC7. check regularly that products on display are in a satisfactory condition.	5	5	-	-
PC8. promptly remove damaged products from display and follow company procedures for dealing with them.	7.5	7.5	-	-
NOS Total	50	50	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	RAS/N0109
NOS Name	Prepare Products for Sale
Sector	Retail
Sub-Sector	Retail Operations
Occupation	Store Operations
NSQF Level	3
Credits	3
Version	2.0
Last Reviewed Date	22/10/2024
Next Review Date	22/10/2027
NSQC Clearance Date	22/10/2024

Qualification Pack

RAS/N0118: Promote Loyalty Schemes to Customers

Description

This OS describes the skills and knowledge required to promote loyalty schemes to customers.

Scope

The scope covers the following :

- Encourage customers to participate in loyalty schemes.

Elements and Performance Criteria

Explain to customers the features and benefits of the loyalty scheme

To be competent, the user/individual on the job must be able to:

- PC1.** take suitable opportunities to ask customers if they are members of the loyalty scheme and whether they are interested in joining.
- PC2.** explain clearly and accurately to customers how joining the scheme would benefit them, including any current special offers relating to the scheme.
- PC3.** respond positively to any questions or objections that the customer raises.
- PC4.** provide relevant information to the customer to help them decide whether to join the scheme.
- PC5.** treat the customer politely at all times and in a way that promotes goodwill.

Gain customer commitment to the loyalty scheme

To be competent, the user/individual on the job must be able to:

- PC6.** recognise accurately when customers are interested in joining the scheme.
- PC7.** take opportunities to ask customers who are showing signs of interest to sign up for the scheme.
- PC8.** fill in the membership application accurately with the customer, using the information they provide.
- PC9.** give the customer proof of their membership.
- PC10.** check with the customer that their details, as shown on the membership documentation, are correct.
- PC11.** give application forms to customers who show interest but are not willing to join the scheme then and there.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** features and benefits of the company's loyalty scheme.
- KU2.** sources of information about the scheme that you can use or tell the customer about.
- KU3.** loyalty schemes that are important in achieving the company's commercial aims.

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- KU4.** specific offers currently available to scheme members.
- KU5.** gaining customers attention and interest.
- KU6.** using suitable questions to gain information about the customer and their interest in joining the scheme.
- KU7.** dealing with frequently raised questions and objections in relation to the scheme.
- KU8.** recognising signals that customers are interested in joining the loyalty scheme.
- KU9.** asking customers to sign up for scheme in a way that encourages them to co-operate willingly.
- KU10.** the layout of the membership application form, the questions it asks, and how to fill in the form accurately.
- KU11.** the proof of membership the company provides.
- KU12.** correcting or replacing incorrect proof of membership.
- KU13.** financial benefit accrued by a customer through loyalty schemes

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** complete documentation accurately
- GS2.** write simple reports when required
- GS3.** read information accurately
- GS4.** read and interpret data sheets
- GS5.** follow instructions accurately
- GS6.** use gestures or simple words to communicate where language barriers exist
- GS7.** use questioning to minimise misunderstandings
- GS8.** display courteous and helpful behaviour at all times
- GS9.** make appropriate decisions regarding the responsibilities of the job role
- GS10.** plan and schedule routines
- GS11.** build relationships with internal and external customers
- GS12.** respond to breakdowns and malfunction of equipment
- GS13.** respond to unsafe and hazardous working conditions
- GS14.** respond to security breaches
- GS15.** determine impact of the loyalty schemes to the benefit of the company.

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Explain to customers the features and benefits of the loyalty scheme</i>	20	20	-	-
PC1. take suitable opportunities to ask customers if they are members of the loyalty scheme and whether they are interested in joining.	5	5	-	-
PC2. explain clearly and accurately to customers how joining the scheme would benefit them, including any current special offers relating to the scheme.	5	5	-	-
PC3. respond positively to any questions or objections that the customer raises.	5	5	-	-
PC4. provide relevant information to the customer to help them decide whether to join the scheme.	2.5	2.5	-	-
PC5. treat the customer politely at all times and in a way that promotes goodwill.	2.5	2.5	-	-
<i>Gain customer commitment to the loyalty scheme</i>	30	30	-	-
PC6. recognise accurately when customers are interested in joining the scheme.	5	5	-	-
PC7. take opportunities to ask customers who are showing signs of interest to sign up for the scheme.	5	5	-	-
PC8. fill in the membership application accurately with the customer, using the information they provide.	5	5	-	-
PC9. give the customer proof of their membership.	5	5	-	-
PC10. check with the customer that their details, as shown on the membership documentation, are correct.	5	5	-	-
PC11. give application forms to customers who show interest but are not willing to join the scheme then and there.	5	5	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	50	50	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	RAS/N0118
NOS Name	Promote Loyalty Schemes to Customers
Sector	Retail
Sub-Sector	Retail Operations
Occupation	Store Operations
NSQF Level	3
Credits	1
Version	2.0
Last Reviewed Date	22/10/2024
Next Review Date	22/10/2027
NSQC Clearance Date	22/10/2024

Qualification Pack

RAS/N0119: Maintain Store Security

Description

This OS describes the skills and knowledge required to keep the store secure.

Scope

The scope covers the following :

- Maintain the safety and security of the store

Elements and Performance Criteria

Identify and report security risks

To be competent, the user/individual on the job must be able to:

- PC1.** notice and correctly identify security risks.
- PC2.** follow company procedures for reporting security risks.
- PC3.** report security risks to the right people promptly and accurately.
- PC4.** follow company procedures for preventing security risks while working.
- PC5.** notice where stock may have been stolen and tell the right person about it.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** workplace security matters.
- KU2.** what can happen to him/her and to the company, if the store is not kept secure.
- KU3.** helping to keep the workplace secure by noticing and reporting security risks.
- KU4.** the types of security risk he/she needs to be alert for, including: shoplifting, theft by staff, aggressive customers, vandalism, terrorist activity.
- KU5.** identifying security risks.
- KU6.** situations that can make him/her less alert for security risks, and how to deal with these situations.
- KU7.** reporting security risks promptly and accurately.
- KU8.** whom to report security risks to and how to communicate these risks.
- KU9.** reasons why he/she should not take on more responsibility than he/she is authorised to when faced with security risks, including: personal safety, legal considerations & company policy.
- KU10.** activating all the loss prevention and security devices.
- KU11.** securing all the security alarms.
- KU12.** deactivating the loss prevention & security devices.

Generic Skills (GS)

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User/individual on the job needs to know how to:

- GS1.** complete documentation accurately
- GS2.** write simple reports when required
- GS3.** read information accurately
- GS4.** read and interpret data sheets
- GS5.** follow instructions accurately
- GS6.** use gestures or simple words to communicate where language barriers exist
- GS7.** use questioning to minimise misunderstandings
- GS8.** display courteous and helpful behaviour at all times
- GS9.** make appropriate decisions regarding the responsibilities of the job role
- GS10.** plan and schedule routines
- GS11.** build relationships with internal and external customers
- GS12.** respond to breakdowns and malfunction of equipment
- GS13.** respond to unsafe and hazardous working conditions
- GS14.** respond to security breaches

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Identify and report security risks</i>	50	50	-	-
PC1. notice and correctly identify security risks.	10	10	-	-
PC2. follow company procedures for reporting security risks.	10	10	-	-
PC3. report security risks to the right people promptly and accurately.	10	10	-	-
PC4. follow company procedures for preventing security risks while working.	10	10	-	-
PC5. notice where stock may have been stolen and tell the right person about it.	10	10	-	-
NOS Total	50	50	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	RAS/N0119
NOS Name	Maintain Store Security
Sector	Retail
Sub-Sector	Retail Operations
Occupation	Store Operations
NSQF Level	3
Credits	0.5
Version	2.0
Last Reviewed Date	22/10/2024
Next Review Date	22/10/2027
NSQC Clearance Date	22/10/2024

Qualification Pack

RAS/N0124: To Provide Information and Advice to Customers

Description

This OS describes the skills and knowledge required to provide information and advice to customers.

Scope

The scope covers the following :

- The scope covers the following:
 - Provide information and advice to meet the needs of customers
 - Help customers sort out complaints
 - Take action to resolve customer service problems

Elements and Performance Criteria

Provide information and advice to meet the needs of customers

To be competent, the user/individual on the job must be able to:

- PC1.** acknowledge promptly and politely customers requests for information and advice.
- PC2.** identify the customers needs for information and advice.
- PC3.** communicate information and advice to customers in ways they can understand.
- PC4.** provide relevant, complete, accurate and up-to-date information and advice to customers.
- PC5.** check politely that the information and advice provided meets the customers needs.
- PC6.** find other ways to help the customer when the information and advice given is not satisfactory.
- PC7.** refer requests for information or advice to the right person when he/she cannot help the customer.

Help customers sort out complaints

To be competent, the user/individual on the job must be able to:

- PC8.** identify the nature of the complaint from information obtained from customers.
- PC9.** acknowledge the complaint clearly and accurately and apologise to the customer.
- PC10.** follow legal requirements and company policies and procedures for dealing with complaints.
- PC11.** promptly refer compliants to the right person & explain the referral procedure clearly to the customer, when it is beyond his/her responsibility to sort them.

Take action to resolve customer service problems

To be competent, the user/individual on the job must be able to:

- PC12.** discuss and agree the options for solving the problem with your customer.
- PC13.** take action to implement the option agreed with your customer.
- PC14.** work with others and your customer to make sure that any promises related to solving the problem are kept.
- PC15.** keep your customer fully informed about what is happening to resolve problem.
- PC16.** check with your customer to make sure the problem has been resolved to their satisfaction.

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PC17. give clear reasons to your customer when the problem has not been resolved to their satisfaction.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** identifying the customers needs for information and advice.
- KU2.** giving clear and accurate information and check the customer understands you.
- KU3.** whom to approach for help if you cannot provide information and advice yourself.
- KU4.** why it is important to keep customer loyalty and confidence.
- KU5.** maintaining customer loyalty and confidence while dealing with requests for information and advice.
- KU6.** company policy on customer service and how this applies to giving information and advice to customers.
- KU7.** managing angry customers.
- KU8.** responsibility for sorting out complaints.
- KU9.** escalation for problems you cannot resolve
- KU10.** assessing complaints and deciding what action to take.
- KU11.** when he/she should refuse to accept returned goods.
- KU12.** keeping customer loyalty and confidence when dealing with complaints.
- KU13.** rights of the customer and the trader, including legal rights and duties under relevant laws.
- KU14.** company policy on customer service and how this applies to dealing with complaints.
- KU15.** relevant information about the products and services he/she sells (Elective Standards would apply)

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** complete documentation accurately
- GS2.** write simple reports when required
- GS3.** read information accurately
- GS4.** read and interpret data sheets
- GS5.** follow instructions accurately
- GS6.** use gestures or simple words to communicate where language barriers exist
- GS7.** use questioning to minimise misunderstandings
- GS8.** display courteous and helpful behaviour at all times
- GS9.** make appropriate decisions regarding the responsibilities of the job role
- GS10.** plan and schedule routines
- GS11.** build relationships with internal and external customers
- GS12.** respond to breakdowns and malfunction of equipment

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GS13. respond to unsafe and hazardous working conditions

GS14. respond to security breaches

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Provide information and advice to meet the needs of customers</i>	32.5	32.5	-	-
PC1. acknowledge promptly and politely customers requests for information and advice.	5	5	-	-
PC2. identify the customers needs for information and advice.	5	5	-	-
PC3. communicate information and advice to customers in ways they can understand.	5	5	-	-
PC4. provide relevant, complete, accurate and up-to-date information and advice to customers.	5	5	-	-
PC5. check politely that the information and advice provided meets the customers needs.	5	5	-	-
PC6. find other ways to help the customer when the information and advice given is not satisfactory.	5	5	-	-
PC7. refer requests for information or advice to the right person when he/she cannot help the customer.	2.5	2.5	-	-
<i>Help customers sort out complaints</i>	17.5	17.5	-	-
PC8. identify the nature of the complaint from information obtained from customers.	5	5	-	-
PC9. acknowledge the complaint clearly and accurately and apologise to the customer.	2.5	2.5	-	-
PC10. follow legal requirements and company policies and procedures for dealing with complaints.	5	5	-	-
PC11. promptly refer complaints to the right person & explain the referral procedure clearly to the customer, when it is beyond his/her responsibility to sort them.	5	5	-	-
<i>Take action to resolve customer service problems</i>	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. discuss and agree the options for solving the problem with your customer.	-	-	-	-
PC13. take action to implement the option agreed with your customer.	-	-	-	-
PC14. work with others and your customer to make sure that any promises related to solving the problem are kept.	-	-	-	-
PC15. keep your customer fully informed about what is happening to resolve problem.	-	-	-	-
PC16. check with your customer to make sure the problem has been resolved to their satisfaction.	-	-	-	-
PC17. give clear reasons to your customer when the problem has not been resolved to their satisfaction.	-	-	-	-
NOS Total	50	50	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	RAS/N0124
NOS Name	To Provide Information and Advice to Customers
Sector	Retail
Sub-Sector	Retail Operations
Occupation	Store Operations
NSQF Level	3
Credits	0.5
Version	2.0
Last Reviewed Date	22/10/2024
Next Review Date	22/10/2027
NSQC Clearance Date	22/10/2024

Qualification Pack

DGT/VSQ/N0102: Employability Skills (60 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

To be competent, the user/individual on the job must be able to:

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

Constitutional values – Citizenship

To be competent, the user/individual on the job must be able to:

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

Becoming a Professional in the 21st Century

To be competent, the user/individual on the job must be able to:

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

Basic English Skills

To be competent, the user/individual on the job must be able to:

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- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

To be competent, the user/individual on the job must be able to:

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

Communication Skills

To be competent, the user/individual on the job must be able to:

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

Diversity & Inclusion

To be competent, the user/individual on the job must be able to:

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

To be competent, the user/individual on the job must be able to:

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

To be competent, the user/individual on the job must be able to:

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

Entrepreneurship

To be competent, the user/individual on the job must be able to:

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service

To be competent, the user/individual on the job must be able to:

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

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PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

To be competent, the user/individual on the job must be able to:

PC29. create a professional Curriculum vitae (Résumé)

PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

PC31. apply to identified job openings using offline /online methods as per requirement

PC32. answer questions politely, with clarity and confidence, during recruitment and selection

PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills and different learning and employability related portals

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

KU4. Twenty first (21st) century skills and their importance

KU5. how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

KU6. importance of career development and setting long- and short-term goals

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

KU10. different types of financial institutes, products, and services

KU11. how to compute income and expenditure

KU12. importance of maintaining safety and security in offline and online financial transactions

KU13. different legal rights and laws

KU14. different types of digital devices and the procedure to operate them safely and securely

KU15. how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

KU16. how to identify business opportunities

KU17. types and needs of customers

KU18. how to apply for a job and prepare for an interview

KU19. apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

User/individual on the job needs to know how to:

GS1. read and write different types of documents/instructions/correspondence

GS2. communicate effectively using appropriate language in formal and informal settings

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- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values – Citizenship</i>	1	1	-	-
PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	2	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	3	4	-	-
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Entrepreneurship</i>	2	3	-	-
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	20	30	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	22/10/2024
Next Review Date	22/10/2027
NSQC Clearance Date	22/10/2024

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council.
2. Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS.
3. SSC will lay down proportion of marks for Theory and Skills Practical for each Element/ PC.
4. The assessments will be conducted as per the SOP for assessments and AB approved question bank released from time to time.
5. Every learner/ candidate appearing for the assessment must possess the OJT completion certificate from the employer to undertake the assessments under this qualification.
6. The assessment for the theory and practical will be conducted online on a digital assessment platform with comprehensive auditable trails.
7. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
8. To pass the Qualification Pack assessment, every trainee should score a minimum of 50% aggregate

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passing percentage recommended at QP Level

9. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack

10. For detailed guidelines SOP on assessments can be referred

Minimum Aggregate Passing % at QP Level : 50

(**Please note:** Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
RAS/N0105.Display stock to promote sales	50	50	0	0	100	13
RAS/N0106.Prepare visual merchandising displays	50	50	0	0	100	13
RAS/N0107.Dress Visual Merchandising Displays	50	50	0	0	100	13
RAS/N0108.Dismantle and Store Visual Merchandising Displays	50	50	0	0	100	13
RAS/N0109.Prepare Products for Sale	50	50	0	0	100	15
RAS/N0118.Promote Loyalty Schemes to Customers	50	50	0	0	100	10
RAS/N0119.Maintain Store Security	50	50	0	0	100	7
RAS/N0124.To Provide Information and Advice to Customers	50	50	-	-	100	10

Qualification Pack

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	6
Total	420	430	-	-	850	100

Qualification Pack

Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training

Qualification Pack

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

Qualification Pack

Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.