

## Qualification Pack



# Retail Team Leader

QP Code: RAS/Q0105

Version: 3.0

NSQF Level: 4.5

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## Qualification Pack

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## Qualification Pack

### RAS/Q0105: Retail Team Leader

#### Brief Job Description

Individuals in this position play a key role in planning and organizing merchandise with a sharp focus on product offtake and sales whilst leading a team.

#### Personal Attributes

The individual needs to be physically fit to withstand working in a retail environment whilst being customer responsive to internal and external customers. They need to have excellent product knowledge, interpersonal and listening skills.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [RAS/N0146: Organize the display of products at the store](#)
2. [RAS/N0139: Plan visual merchandising](#)
3. [RAS/N0140: Establish and satisfy customer needs](#)
4. [RAS/N0147: Process the sale of products](#)
5. [RAS/N0148: Maintain the availability of goods for sale to customers](#)
6. [RAS/N0150: Monitor and solve customer service problems](#)
7. [RAS/N0131: Supervise and Support Front line Team Members](#)
8. [RAS/N0164: Utilise AI tools in Store Operations](#)
9. [RAS/N0231: Deliver customer service in online mode - v2](#)
10. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Retail
<b>Sub-Sector</b>	Retail Operations
<b>Occupation</b>	Store Operations

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<b>Country</b>	India
<b>NSQF Level</b>	4.5
<b>Credits</b>	16
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/5222.0201
<b>Minimum Educational Qualification &amp; Experience</b>	<p>Completed 1st year of UG (UG Certificate) with 1.5 years of experience relevant experience in store operations</p> <p>OR</p> <p>12th grade Pass with 3 Years of experience Relevant experience in Store Operations</p> <p>OR</p> <p>Previous relevant Qualification of NSQF Level (4) with 1.5 years of experience relevant experience in store operations</p> <p>OR</p> <p>Previous relevant Qualification of NSQF Level (3.5) with 3 Years of experience relevant experience in store operations</p>
<b>Minimum Level of Education for Training in School</b>	Not Applicable
<b>Pre-Requisite License or Training</b>	NIL
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	22/10/2027
<b>NSQC Approval Date</b>	22/10/2024
<b>Version</b>	3.0
<b>Reference code on NQR</b>	QG-4.5-OR-03323-2024-V2-RASCI
<b>NQR Version</b>	2.0

## Qualification Pack

### RAS/N0146: Organize the display of products at the store

#### Description

This OS describes the skills and knowledge required to effectively organize the display of products at the store.

#### Scope

The scope covers the following :

- Prepare to display products
- Label displays of products
- Arrange and maintain products for display

#### Elements and Performance Criteria

##### *Prepare to display products*

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

- PC1.** comply with health, safety and hygiene requirements and wear the correct personal protective clothing and equipment throughout the process.
- PC2.** check whether the display area, equipment and accessories are clean and take prompt action on finding any problems.
- PC3.** assemble and check products and additional materials and prepare them for use.
- PC4.** review the products available for display, estimate the quantities required and select those products which are most suitable with regard to shelf life, demand, appeal and promotional requirements.
- PC5.** prepare the display to ensure maximum appeal and to comply with product safety requirements

##### *Label displays of products*

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

- PC6.** confirm requirements for labelling of products with the relevant people.
- PC7.** confirm label information is correct and conforms to legal and standard operational requirements, with the relevant people.
- PC8.** position labels for products correctly.
- PC9.** ensure that labels are legible, visible to customers, and securely positioned in the correct place.

##### *Arrange and maintain products for display*

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

- PC10.** check and take steps to ensure that the display area always meets the requirement of hygiene, safety and saleability.
- PC11.** transfer products safely to the display area according to instructions and specifications
- PC12.** arrange and promptly replace products and additional materials in a way that is attractive to customers and meets the requirements of hygiene and safety.

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- PC13.** reposition and reorganize the position of products and accessories, where product is not available, to maintain presentation and to meet trading conditions.
- PC14.** monitor displays according to instructions and specifications.
- PC15.** carry out any emergency cleaning procedures promptly when required.
- PC16.** take prompt action to address any product or display related problem.

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** controls involved in the display of products in a retail environment.
- KU2.** ways to review the display area before assembling materials for the display and why that is important.
- KU3.** ways to estimate the quantities and size of products to be used for display and why that is important.
- KU4.** the importance of selecting specific products for display to suit specific objectives (e.g. promotional, appeal, seasonal).
- KU5.** the principles of good displays.
- KU6.** how to source product specifications and display information.
- KU7.** basic knowledge of products offered for sale.
- KU8.** how to position the labels with correct information and why that is important.
- KU9.** the basic principles for good display and presentation of products.
- KU10.** why displays may change as part of the maintenance process.
- KU11.** how to recognise and report products that do not meet specification.
- KU12.** the procedure for rejecting and isolating failed products.
- KU13.** types of cleaning materials appropriate for display equipment and accessories, their purpose and how they work.
- KU14.** the safe handling and application of cleaning materials for display equipment and accessories.
- KU15.** how to access and interpret the cleaning schedule for display equipment and accessories.
- KU16.** what accessories can and should be used for effective display.
- KU17.** information about ingredients of products available for sale.
- KU18.** importance of labelling.
- KU19.** key features of legal and operational requirements for labelling.
- KU20.** how to check labelling information against product specification and sales details.
- KU21.** what are the contingencies for display equipment and accessory failure.
- KU22.** how to use assembly and dismantling equipment safely.

## Generic Skills (GS)

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

- GS1.** complete documentation accurately.



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- GS2.** write simple reports when required.
- GS3.** read information accurately.
- GS4.** read and interpret data sheets.
- GS5.** use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values.
- GS6.** carry out verbal instructions from other team members and supervisors.
- GS7.** read and interpret simple workplace documents.
- GS8.** complete simple written workplace forms and share work-related information with other team members
- GS9.** make appropriate decisions regarding the responsibilities of the job role.
- GS10.** select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
- GS11.** follow store policies regarding work availability, rosters and work duties.
- GS12.** work within the store culture by practicing inclusive behaviour.
- GS13.** manage personal presentation, hygiene and time.
- GS14.** prioritise and complete delegated tasks under instruction
- GS15.** work collaboratively with team members, supporting the team, respecting and understanding others views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
- GS16.** adapt to new situations, including changing workplace procedures.
- GS17.** demonstrate sensitivity to customer needs and concerns.
- GS18.** anticipate problems and act to avoid them where possible.
- GS19.** respond to breakdowns and malfunction of equipment.
- GS20.** respond to unsafe and hazardous working conditions.
- GS21.** respond to security breaches
- GS22.** recognize and report faulty equipment and follow store workplace health and safety procedures

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare to display products</i>	<b>15</b>	<b>15</b>	-	-
<b>PC1.</b> comply with health, safety and hygiene requirements and wear the correct personal protective clothing and equipment throughout the process.	2.5	2.5	-	-
<b>PC2.</b> check whether the display area, equipment and accessories are clean and take prompt action on finding any problems.	2.5	2.5	-	-
<b>PC3.</b> assemble and check products and additional materials and prepare them for use.	2.5	2.5	-	-
<b>PC4.</b> review the products available for display, estimate the quantities required and select those products which are most suitable with regard to shelf life, demand, appeal and promotional requirements.	5	5	-	-
<b>PC5.</b> prepare the display to ensure maximum appeal and to comply with product safety requirements	2.5	2.5	-	-
<i>Label displays of products</i>	<b>12.5</b>	<b>12.5</b>	-	-
<b>PC6.</b> confirm requirements for labelling of products with the relevant people.	2.5	2.5	-	-
<b>PC7.</b> confirm label information is correct and conforms to legal and standard operational requirements, with the relevant people.	2.5	2.5	-	-
<b>PC8.</b> position labels for products correctly.	5	5	-	-
<b>PC9.</b> ensure that labels are legible, visible to customers, and securely positioned in the correct place.	2.5	2.5	-	-
<i>Arrange and maintain products for display</i>	<b>22.5</b>	<b>22.5</b>	-	-
<b>PC10.</b> check and take steps to ensure that the display area always meets the requirement of hygiene, safety and saleability.	2.5	2.5	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> transfer products safely to the display area according to instructions and specifications	2.5	2.5	-	-
<b>PC12.</b> arrange and promptly replace products and additional materials in a way that is attractive to customers and meets the requirements of hygiene and safety.	5	5	-	-
<b>PC13.</b> reposition and reorganize the position of products and accessories, where product is not available, to maintain presentation and to meet trading conditions.	2.5	2.5	-	-
<b>PC14.</b> monitor displays according to instructions and specifications.	5	5	-	-
<b>PC15.</b> carry out any emergency cleaning procedures promptly when required.	2.5	2.5	-	-
<b>PC16.</b> take prompt action to address any product or display related problem.	2.5	2.5	-	-
<b>NOS Total</b>	<b>50</b>	<b>50</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	RAS/N0146
<b>NOS Name</b>	Organize the display of products at the store
<b>Sector</b>	Retail
<b>Sub-Sector</b>	Retail Operations
<b>Occupation</b>	Store Operations
<b>NSQF Level</b>	4.5
<b>Credits</b>	1
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	22/10/2024
<b>Next Review Date</b>	22/10/2027
<b>NSQC Clearance Date</b>	22/10/2024

## Qualification Pack

### RAS/N0139: Plan visual merchandising

#### Description

This National Occupational Standards unit is about planning and preparing visual merchandising displays within the store / business guidelines.

#### Scope

The scope covers the following :

- Interpret design briefs for retail displays
- Get hold of merchandise and props to be featured in retail 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 company policies for visual design.
- KU4.** the role of displays in marketing, promotional and sales campaigns and activities.
- KU5.** how to use the design brief to identify what you need for the display.

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- KU6.** the merchandiser or buyer who needs to be consulted about merchandise and props.
- KU7.** how stock records must be updated to account for merchandise on display.
- KU8.** how to use the design brief to identify what you need for the display
- KU9.** different approaches to designing displays for different types of merchandise, and why these are effective
- KU10.** how to evaluate the potential places to put the display so you meet the design brief
- KU11.** how to use the design brief to identify what you need for the display
- KU12.** different approaches to designing displays for different types of merchandise, and why these are effective
- KU13.** how light, colour, texture, shape and dimension combine to achieve the effects you need
- KU14.** how to assess the potential of places to put displays to meet the design brief
- KU15.** how to arrange delivery of merchandise and monitor the progress of deliveries

## 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.** use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values
- GS6.** carry out verbal instructions from other team members and supervisors
- GS7.** read and interpret simple workplace documents
- GS8.** complete simple written workplace forms and share work-related information with other team members
- GS9.** make appropriate decisions regarding the responsibilities of the job role
- GS10.** select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures
- GS11.** follow store policies regarding work availability, rosters and work duties
- GS12.** work within the store culture by practicing inclusive behaviour
- GS13.** manage personal presentation, hygiene and time
- GS14.** prioritise and complete delegated tasks under instruction
- GS15.** work collaboratively with team members, supporting the team, respecting and understanding others views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others
- GS16.** adapt to new situations, including changing workplace procedures
- GS17.** demonstrate sensitivity to customer needs and concerns
- GS18.** anticipate problems and act to avoid them where possible
- GS19.** respond to breakdowns and malfunction of equipment

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- GS20.** respond to unsafe and hazardous working conditions
- GS21.** respond to security breaches
- GS22.** recognize and report faulty equipment and follow store workplace health and safety procedures
- GS23.** solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures
- GS24.** identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best
- GS25.** accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures

## Qualification Pack

### Assessment Criteria

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



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	RAS/N0139
<b>NOS Name</b>	Plan visual merchandising
<b>Sector</b>	Retail
<b>Sub-Sector</b>	Retail Operations
<b>Occupation</b>	Store Operations
<b>NSQF Level</b>	4.5
<b>Credits</b>	2
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	22/10/2024
<b>Next Review Date</b>	22/10/2027
<b>NSQC Clearance Date</b>	22/10/2024

## Qualification Pack

### RAS/N0140: Establish and satisfy customer needs

#### Description

This OS describes standards for the establishing and satisfying of customer needs in a retail scenario.

#### Scope

The scope covers the following :

- Establish customer needs
- Satisfy customer needs

#### Elements and Performance Criteria

##### *Establish customer needs*

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

- PC1.** stay alert to, and make unobtrusive observations about customer choices and movements within the store.
- PC2.** heed to customer queries about the products and supplies they wish to purchase and unobtrusively and politely enquire about their purchase requirements, when necessary.
- PC3.** help customers identify the product or supplies they wish to purchase and direct/accompany them to the exact store location where the specific product or supplies are stocked/displayed.
- PC4.** confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections.

##### *Satisfy customer needs*

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

- PC5.** extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice.
- PC6.** provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions.
- PC7.** enable customers to make choices appropriate with their product, supplies and brand preferences and complete their basket of purchases.
- PC8.** advise the customer, where allowed by store or business policy, to sample the product or supplies in the course of the purchase decision.
- PC9.** maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas.
- PC10.** ensure that customers fulfil their purchase process smoothly from start to billing by minimizing waiting times at different stages of the process.

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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- KU1.** appropriate behaviour with customers in a retail environment and the assisted self-serve nature of the store environment
- KU2.** measurement and calibration of the quantity and quality of product and supplies the customer wants
- KU3.** make near appropriate judgments about different types of customers, their requirements, choices and preferences
- KU4.** help select the most appropriate products and supplies based on the knowledge of such judgments
- KU5.** provide logical, intelligent or creative suggestions as warranted or solicited about products and supplies with an appropriate and reasonably accurate understanding of customer needs and requirements with an aim of enabling an informed choice / decision for the customer
- KU6.** suggest alternative products and supplies when products the customer wants are out of stock
- KU7.** suggest suitable products and supplies when the customer is undecided
- KU8.** relevance of store offerings to different individual customers, their purchase habits and frequencies of purchase
- KU9.** individual preferences, choices and opinions of customers through proper attention, listening and conversing
- KU10.** preferences of different types of customers by observing their behaviour, actions, choices and repeat visits to the store
- KU11.** provide information and advice to customers about safely transporting, storing, /safekeeping or refrigeration of products, especially when such information or advice is solicited
- KU12.** utilize a variety of sales techniques, as appropriate to the situation and to the self-serve nature of the retail environment, to effect customer purchases
- KU13.** provide appropriate assistance, information or advice, at appropriate stages, in an opportune but unobtrusive and nonoverbearing manner to effect customer purchases
- KU14.** provide accurate information on store promotions on offer at the time of purchase to effect customer purchases
- KU15.** make use of the understanding of generic and specific, individual, customer habits and preferences to effectively suggest and sell products and supplies
- KU16.** suit your mannerisms to extend a personalized purchase experience to the customer
- KU17.** how to maintain brief, to the point, accurate and polite responses to customer queries
- KU18.** how to avoid being perceived to be intrusive, or step back from a situation perceived to be intrusive, by the customer
- KU19.** how to guide the customer with the right information and advice, when solicited
- KU20.** how to ensure customer comfort, and avoid customer discomfort, within store premises
- KU21.** how to maintain and ensure a conducive and congenial atmosphere for customers to navigate, browse through and purchase products and supplies
- KU22.** how to ensure compliance with health, safety and hygiene requirements for stock, store environment and paraphernalia
- KU23.** how to remove products and supplies from the shelves / display or to not suggest customers products and supplies that are beyond sell by date or have perished or rendered inedible or nonconsumable

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- KU24.** what suitable alternatives are to be offered when products or supplies customers wish to purchase are unavailable or when customers are unable to make a choice or a decision
- KU25.** what suitable additions or enhancements to purchase are to be suggested by avoiding being overbearing, obtrusive or irrelevant

## 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.** use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values.
- GS6.** carry out verbal instructions from other team members and supervisors.
- GS7.** read and interpret simple workplace documents.
- GS8.** complete simple written workplace forms and share work-related information with other team members
- GS9.** make appropriate decisions regarding the responsibilities of the job role.
- GS10.** select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
- GS11.** follow store policies regarding work availability, rosters and work duties.
- GS12.** work within the store culture by practicing inclusive behaviour.
- GS13.** manage personal presentation, hygiene and time.
- GS14.** prioritise and complete delegated tasks under instruction
- GS15.** work collaboratively with team members, supporting the team, respecting and understanding others views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
- GS16.** adapt to new situations, including changing workplace procedures.
- GS17.** demonstrate sensitivity to customer needs and concerns.
- GS18.** anticipate problems and act to avoid them where possible.
- GS19.** respond to breakdowns and malfunction of equipment.
- GS20.** respond to unsafe and hazardous working conditions.
- GS21.** respond to security breaches
- GS22.** recognize and report faulty equipment and follow store workplace health and safety procedures
- GS23.** solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
- GS24.** identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best.

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- GS25.** accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Establish customer needs</i>	<b>20</b>	<b>20</b>	-	-
<b>PC1.</b> stay alert to, and make unobtrusive observations about customer choices and movements within the store.	5	5	-	-
<b>PC2.</b> heed to customer queries about the products and supplies they wish to purchase and unobtrusively and politely enquire about their purchase requirements, when necessary.	5	5	-	-
<b>PC3.</b> help customers identify the product or supplies they wish to purchase and direct/accompany them to the exact store location where the specific product or supplies are stocked/displayed.	5	5	-	-
<b>PC4.</b> confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections.	5	5	-	-
<i>Satisfy customer needs</i>	<b>30</b>	<b>30</b>	-	-
<b>PC5.</b> extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice.	5	5	-	-
<b>PC6.</b> provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions.	5	5	-	-
<b>PC7.</b> enable customers to make choices appropriate with their product, supplies and brand preferences and complete their basket of purchases.	5	5	-	-
<b>PC8.</b> advise the customer, where allowed by store or business policy, to sample the product or supplies in the course of the purchase decision.	5	5	-	-
<b>PC9.</b> maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas.	5	5	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> ensure that customers fulfil their purchase process smoothly from start to billing by minimizing waiting times at different stages of the process.	5	5	-	-
<b>NOS Total</b>	<b>50</b>	<b>50</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	RAS/N0140
<b>NOS Name</b>	Establish and satisfy customer needs
<b>Sector</b>	Retail
<b>Sub-Sector</b>	Retail Operations
<b>Occupation</b>	Store Operations
<b>NSQF Level</b>	4.5
<b>Credits</b>	2
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	22/10/2024
<b>Next Review Date</b>	22/10/2027
<b>NSQC Clearance Date</b>	22/10/2024

## Qualification Pack

### RAS/N0147: Process the sale of products

#### Description

This OS describes the skills and knowledge required to process the sale of products.

#### Scope

The scope covers the following :

- Processing the sale of products

#### Elements and Performance Criteria

##### *Processing the sale of products*

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

- PC1.** confirm prices of product and supplies with customers and ensure customers are agreeable to the pricing, terms and the department's business policies.
- PC2.** confirm that customer is aware and agreeable to the modes of payment available at the department
- PC3.** process payment or credit in line with business policies and ensure accurate accounting of units of purchased product or supplies and the payments and credits processed.
- PC4.** ensure safe handling and movement of product and supplies off the racks and through to billing counters.
- PC5.** ensure appropriate and accurate processing and safe storage of payments, vouchers, records and receipts.
- PC6.** ensure proper functioning of departmental processes that lead to a sale and alert appropriate persons in case of a process malfunction or process failure.
- PC7.** conclude dealing with customers with appropriate and prescribed mannerisms.

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** prevalent offers and their commercial terms, including those associated with loyalty programs, as applicable on the billing system and what needs to be done if such details are not found on the billing systems.
- KU2.** the appropriate mode of cash and loose cash handling, counting and settlements with the customers
- KU3.** provide appropriate people in the organisation with a variety of reports, as mandated, on sales, receipts and dispatches of products and supplies, payments, customer preferences and feedback
- KU4.** efficiently conclude the customer purchase process with quick packing/wrapping of customers orders and billing.
- KU5.** carry out the billing inappropriate and payment processing steps with appropriate mannerisms to ensure customer satisfaction with the steps and minimal waiting times.

## Qualification Pack

- KU6.** the method(s) of processing payment or credit and ascertaining credit approval
- KU7.** the functioning of point of sale billing systems or traditional methods of raising a bill
- KU8.** the functioning of bar code scanners or any other means of product unit identification and the insertion of the product unit details into the billing details
- KU9.** what needs to be done when billing systems, bar code scanners or any other equipment at the sale and check-out counter is not operational
- KU10.** operate suitable devices and equipment such as bar code scanners, billing and payment processing systems and resolve problems with these devices, if any.

## 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.** use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values
- GS6.** carry out verbal instructions from other team members and supervisors
- GS7.** read and interpret simple workplace documents
- GS8.** complete simple written workplace forms and share work-related information with other team members
- GS9.** make appropriate decisions regarding the responsibilities of the job role.
- GS10.** select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
- GS11.** follow store policies regarding work availability, rosters and work duties.
- GS12.** work within the store culture by practicing inclusive behaviour.
- GS13.** manage personal presentation, hygiene and time.
- GS14.** prioritise and complete delegated tasks under instruction
- GS15.** work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
- GS16.** adapt to new situations, including changing workplace procedures.
- GS17.** demonstrate sensitivity to customer needs and concerns.
- GS18.** anticipate problems and act to avoid them where possible.
- GS19.** respond to breakdowns and malfunction of equipment.
- GS20.** respond to unsafe and hazardous working conditions.
- GS21.** respond to security breaches
- GS22.** recognize and report faulty equipment and follow store workplace health and safety procedures

## Qualification Pack

- GS23.** solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another teammember or a supervisor for resolution depending on store policy and procedures.
- GS24.** identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best.
- GS25.** accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Processing the sale of products</i>	<b>50</b>	<b>50</b>	-	-
<b>PC1.</b> confirm prices of product and supplies with customers and ensure customers are agreeable to the pricing, terms and the departments business policies.	7.5	7.5	-	-
<b>PC2.</b> confirm that customer is aware and agreeable to the modes of payment available at the department	7.5	7.5	-	-
<b>PC3.</b> process payment or credit in line with business policies and ensure accurate accounting of units of purchased product or supplies and the payments and credits processed.	7.5	7.5	-	-
<b>PC4.</b> ensure safe handling and movement of product and supplies off the racks and through to billing counters.	7.5	7.5	-	-
<b>PC5.</b> ensure appropriate and accurate processing and safe storage of payments, vouchers, records and receipts.	7.5	7.5	-	-
<b>PC6.</b> ensure proper functioning of departmental processes that lead to a sale and alert appropriate persons in case of a process malfunction or process failure.	5	5	-	-
<b>PC7.</b> conclude dealing with customers with appropriate and prescribed mannerisms.	7.5	7.5	-	-
<b>NOS Total</b>	<b>50</b>	<b>50</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	RAS/N0147
<b>NOS Name</b>	Process the sale of products
<b>Sector</b>	Retail
<b>Sub-Sector</b>	Retail Operations
<b>Occupation</b>	Store Operations
<b>NSQF Level</b>	4.5
<b>Credits</b>	1
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	22/10/2024
<b>Next Review Date</b>	22/10/2027
<b>NSQC Clearance Date</b>	22/10/2024

## Qualification Pack

### RAS/N0148: Maintain the availability of goods for sale to customers

#### Description

This OS describes the skills and knowledge required to help maintain the availability of goods for sale to customers.

#### Scope

The scope covers the following :

- Organise staff to display goods for retail sale
- Assess how effective displays are in retail environment
- Keep products available and maintain their quality in a retail environment

#### Elements and Performance Criteria

##### *Organise staff to display goods for retail sale*

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

- PC1.** confirm the purchase of the display and any relevant requirements and standards and, where necessary, check them with the appropriate authority.
- PC2.** clearly explain to staff the purpose of the display and any relevant requirements and standards.
- PC3.** check that staff prepare the display area and put the display together in away that causes the least inconvenience to customers.
- PC4.** provide constructive feedback to staff on their performance.
- PC5.** provide opportunities for staff to check they understand the requirements and standards of the display.
- PC6.** check that the assembled display confirms to company requirements and standards.
- PC7.** obtain permission from the appropriate authority to modify or change the display.
- PC8.** monitor that information has been placed accurately and legally, and is chosen and positioned to promote sales effectively.
- PC9.** keep complete, accurate and up-to-date records of displays.

##### *Assess how effective displays are in retail environment*

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

- PC10.** identify what standards the display should meet.
- PC11.** check displays against all the relevant standards to decide how effective they are.
- PC12.** encourage staff to make helpful comments and identify changes that may make the display more appealing to customers.
- PC13.** ask the right person for permission to make any changes that he/she cannot authorize himself/herself.
- PC14.** give staff clear instructions and encouragement so that they can make any changes needed to the display.

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- PC15.** take prompt and suitable action to deal with any risks to security or health and safety that the assessment has revealed. Keep products available and maintain their quality in a retail environment
- PC16.** collect and record accurate information on price changes.  
*Keep products available and maintain their quality in a retail environment*
- To be competent, the user/individual on the job must be able to:
- PC17.** give accurate, up-to-date price information to the staff who need it.
- PC18.** regularly check price marking and promptly sort out any pricing problems.
- PC19.** make sure that stock replenishment plans are up-to-date and realistic.
- PC20.** deal with out of date or deteriorating stock in line with company policy and any relevant laws.
- PC21.** involve staff in spotting potential improvements to the way stock is organised and presented.
- PC22.** spot realistic and effective ways of improving how stock is organised and presented.
- PC23.** get permission from the right person, where necessary, to improve the way stock is organised and presented.
- PC24.** make sure that he/she maintains customer goodwill and staff morale while stock is being reorganized.

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** how different types of display help the store to reach its sales targets.
- KU2.** the legal requirements for pricing goods for sales.
- KU3.** the company's standards for putting displays together, including standards for cleaning and preparations.
- KU4.** the security, health and safety requirements and procedures relating to displaying goods.
- KU5.** standards you should apply when assessing how effective displays are.
- KU6.** who can authorize changes in the display.
- KU7.** how to involve staff in assessing and changing displays.
- KU8.** how to replenish and rotate stock and deal with sub-standard goods.
- KU9.** why it is important to record price changes accurately.
- KU10.** the customer's rights and the company's duties and responsibilities.
- KU11.** how to check that the information in displays is accurate and legal.
- KU12.** how to use different price marking methods and technologies.
- KU13.** how can you position information so that it helps to promote sales.
- KU14.** how the layout of the selling area affects sales.
- KU15.** how to work out what type and quantity of resources you need to set up displays.
- KU16.** how to brief staff in a way that encourages their involvement.
- KU17.** how to check the work of staff preparing and putting displays together and how to give feedback to staff on their performance.
- KU18.** how to assess displays against the relevant standards.

## Qualification Pack

- KU19.** how to identify displays that are unsafe or not secure enough.
- KU20.** how to collect and record information about prices.
- KU21.** how to check stock rotation and the quantity of goods on display.
- KU22.** what can happen to stock that is not stored correctly or renewed as needed.
- KU23.** how to check pricing and price marking ,correct mistakes and changeprices.
- KU24.** how to correct displays that are unsafe or noncore enough.

## 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.** use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values.
- GS6.** carry out verbal instructions from other team members and supervisors.
- GS7.** read and interpret simple workplace documents.
- GS8.** complete simple written workplace forms and share work-related information with other team members
- GS9.** make appropriate decisions regarding the responsibilities of the job role.
- GS10.** select and use a range of retail technology, such as point-of-sale systems,according to available equipment and store procedures.
- GS11.** follow store policies regarding work availability, rosters andwork duties.
- GS12.** work within the store culture by practicing inclusive behaviour.
- GS13.** manage personal presentation, hygiene and time.
- GS14.** prioritise and complete delegated tasks under instruction
- GS15.** work collaboratively with team members, supporting the team, respecting and understanding others views, and giving and receiving feedback in the contextof a retail customer service environment where employees are expected toperform their individual tasks but also look for opportunities to assist others.
- GS16.** adapt to new situations, including changing workplace procedures.
- GS17.** demonstrate sensitivity to customer needs and concerns.
- GS18.** anticipate problems and act to avoid them where possible.
- GS19.** respond to breakdowns and malfunction of equipment.
- GS20.** respond tounsafe and hazardous working conditions.
- GS21.** respond tosecurity breaches
- GS22.** recognize and report faulty equipment and follow store workplace health and safety procedures
- GS23.** solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another teammember or a supervisor for resolution depending on store policy and procedures.

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- GS24.** identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best.
- GS25.** accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Organise staff to display goods for retail sale</i>	<b>18</b>	<b>18</b>	-	-
<b>PC1.</b> confirm the purchase of the display and any relevant requirements and standards and, where necessary, check them with the appropriate authority.	2	2	-	-
<b>PC2.</b> clearly explain to staff the purpose of the display and any relevant requirements and standards.	2	2	-	-
<b>PC3.</b> check that staff prepare the display area and put the display together in away that causes the least inconvenience to customers.	2	2	-	-
<b>PC4.</b> provide constructive feedback to staff on their performance.	2	2	-	-
<b>PC5.</b> provide opportunities for staff to check they understand the requirements and standards of the display.	2	2	-	-
<b>PC6.</b> check that the assembled display confirms to company requirements and standards.	2	2	-	-
<b>PC7.</b> obtain permission from the appropriate authority to modify or change the display.	2	2	-	-
<b>PC8.</b> monitor that information has been placed accurately and legally, and is chosen and positioned to promote sales effectively.	2	2	-	-
<b>PC9.</b> keep complete, accurate and up-to-date records of displays.	2	2	-	-
<i>Assess how effective displays are in retail environment</i>	<b>14</b>	<b>14</b>	-	-
<b>PC10.</b> identity what standards the display should meet.	2	2	-	-
<b>PC11.</b> check displays against all the relevant standards to decide how effective they are.	2	2	-	-



### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC12.</b> encourage staff to make helpful comments and identify changes that may make the display more appealing to customers.	2	2	-	-
<b>PC13.</b> ask the right person for permission to make any changes that he/she cannot authorize himself/herself.	2	2	-	-
<b>PC14.</b> give staff clear instructions and encouragement so that they can make any changes needed to the display.	2	2	-	-
<b>PC15.</b> take prompt and suitable action to deal with any risks to security or health and safety that the assessment has revealed. Keep products available and maintain their quality in a retail environment	2	2	-	-
<b>PC16.</b> collect and record accurate information on price changes.	2	2	-	-
<i>Keep products available and maintain their quality in a retail environment</i>	<b>18</b>	<b>18</b>	-	-
<b>PC17.</b> give accurate, up-to-date price information to the staff who need it.	2	2	-	-
<b>PC18.</b> regularly check price marking and promptly sort out any pricing problems.	2	2	-	-
<b>PC19.</b> make sure that stock replenishment plans are up-to-date and realistic.	2	2	-	-
<b>PC20.</b> deal with out of date or deteriorating stock in line with company policy and any relevant laws.	2	2	-	-
<b>PC21.</b> involve staff in spotting potential improvements to the way stock is organised and presented.	2	2	-	-
<b>PC22.</b> spot realistic and effective ways of improving how stock is organised and presented.	4	4	-	-
<b>PC23.</b> get permission from the right person, where necessary, to improve the way stock is organised and presented.	2	2	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC24.</b> make sure that he/she maintains customer goodwill and staff morale while stock is being reorganized.	2	2	-	-
<b>NOS Total</b>	<b>50</b>	<b>50</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	RAS/N0148
<b>NOS Name</b>	Maintain the availability of goods for sale to customers
<b>Sector</b>	Retail
<b>Sub-Sector</b>	Retail Operations
<b>Occupation</b>	Store Operations
<b>NSQF Level</b>	4.5
<b>Credits</b>	2
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	22/10/2024
<b>Next Review Date</b>	22/10/2027
<b>NSQC Clearance Date</b>	22/10/2024

## Qualification Pack

### RAS/N0150: Monitor and solve customer service problems

#### Description

This OS describes the skills and knowledge required to monitor and solve customer service problems

#### Scope

The scope covers the following :

- Solve immediate customer service problems
- Identify repeated customer service problems and solving them
- Take action to avoid the repetition of customer service problems

#### Elements and Performance Criteria

##### *Solve immediate customer service problems*

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

- PC1.** respond positively to customer service problems following organisational guidelines.
- PC2.** solve customer service problems when you have sufficient authority.
- PC3.** work with others to solve customer service problems.
- PC4.** keep customers informed of the actions being taken.
- PC5.** checking if the customers are comfortable with the actions taken.
- PC6.** solve problems with service system and procedures.
- PC7.** inform co workers of the steps taken to solve specific problems.

##### *Identify repeated customer service problems and solving them*

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

- PC8.** identify repeated customer service problems.
- PC9.** identify advantages and disadvantages of options for dealing with problems.
- PC10.** select the best option, balancing customers and organisational needs.

##### *Take action to avoid the repetition of customer service problems*

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

- PC11.** obtain approval from sufficient authority to change guidelines to reduce a problem.
- PC12.** action the agreed solution.
- PC13.** keep customers positively involved in steps taken to solve problem.
- PC14.** monitor and adjust changes made.

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organizational procedures and systems for dealing with customers problems.
- KU2.** organizational procedures and systems for identifying repeated customers problems.

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**KU3.** how successful resolution of customer problems contribute to customer loyalty with the external customer and improve working relationships with service partners or internal customers

**KU4.** how to negotiate and reassure customers while their problems are being solved.

## 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.** use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values.
- GS6.** carry out verbal instructions from other team members and supervisors.
- GS7.** read and interpret simple workplace documents.
- GS8.** complete simple written workplace forms and share work-related information with other team members
- GS9.** make appropriate decisions regarding the responsibilities of the job role.
- GS10.** select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
- GS11.** follow store policies regarding work availability, rosters and work duties.
- GS12.** work within the store culture by practicing inclusive behaviour.
- GS13.** manage personal presentation, hygiene and time.
- GS14.** prioritise and complete delegated tasks under instruction
- GS15.** work collaboratively with team members, supporting the team, respecting and understanding others views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
- GS16.** adapt to new situations, including changing workplace procedures.
- GS17.** demonstrate sensitivity to customer needs and concerns.
- GS18.** anticipate problems and act to avoid them where possible.
- GS19.** respond to breakdowns and malfunction of equipment.
- GS20.** respond to unsafe and hazardous working conditions.
- GS21.** respond to security breaches
- GS22.** recognize and report faulty equipment and follow store workplace health and safety procedures
- GS23.** solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
- GS24.** identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best.

## Qualification Pack

- GS25.** accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Solve immediate customer service problems</i>	<b>25</b>	<b>25</b>	-	-
<b>PC1.</b> respond positively to customer service problems following organisational guidelines.	5	5	-	-
<b>PC2.</b> solve customer service problems when you have sufficient authority.	2.5	2.5	-	-
<b>PC3.</b> work with others to solve customer service problems.	5	5	-	-
<b>PC4.</b> keep customers informed of the actions being taken.	2.5	2.5	-	-
<b>PC5.</b> checking if the customers are comfortable with the actions taken.	2.5	2.5	-	-
<b>PC6.</b> solve problems with service system and procedures.	5	5	-	-
<b>PC7.</b> inform co workers of the steps taken to solve specific problems.	2.5	2.5	-	-
<i>Identify repeated customer service problems and solving them</i>	<b>10</b>	<b>10</b>	-	-
<b>PC8.</b> identify repeated customer service problems.	5	5	-	-
<b>PC9.</b> identify advantages and disadvantages of options for dealing with problems.	2.5	2.5	-	-
<b>PC10.</b> select the best option, balancing customers and organisational needs.	2.5	2.5	-	-
<i>Take action to avoid the repetition of customer service problems</i>	<b>15</b>	<b>15</b>	-	-
<b>PC11.</b> obtain approval from sufficient authority to change guidelines to reduce a problem.	5	5	-	-
<b>PC12.</b> action the agreed solution.	2.5	2.5	-	-
<b>PC13.</b> keep customers positively involved in steps taken to solve problem.	5	5	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC14.</b> monitor and adjust changes made.	2.5	2.5	-	-
<b>NOS Total</b>	<b>50</b>	<b>50</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	RAS/N0150
<b>NOS Name</b>	Monitor and solve customer service problems
<b>Sector</b>	Retail
<b>Sub-Sector</b>	Retail Operations
<b>Occupation</b>	Store Operations
<b>NSQF Level</b>	4.5
<b>Credits</b>	2
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	22/10/2024
<b>Next Review Date</b>	22/10/2027
<b>NSQC Clearance Date</b>	22/10/2024

## Qualification Pack

### RAS/N0131: Supervise and Support Front line Team Members

#### Description

This OS describes the skills and knowledge required to effectively supervise and support front-line team members in achieving goals.

#### Scope

The scope covers the following :

- Supervise and support your team

#### Elements and Performance Criteria

##### *Allocate and check work in your team*

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

- PC1.** use information collected on the performance of team members in any formal appraisal of performance.
- PC2.** recognise successful completion of significant pieces of work or work activities by team members and the overall team and update the manager.
- PC3.** identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.
- PC4.** monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.
- PC5.** motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.
- PC6.** support team members in identifying and dealing with problems and unforeseen events.
- PC7.** check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.
- PC8.** encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.
- PC9.** recognise and find out differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximize productivity.
- PC10.** brief team members on the work they have been allocated and the standard or level of expected performance.
- PC11.** allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development.
- PC12.** plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources.
- PC13.** confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.

## Qualification Pack

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** different ways of communicating effectively with members of a team.
- KU2.** the importance of confirming/clarifying the work required of the team with your manager and how to do this effectively.
- KU3.** how to plan the work of a team, including how to identify any priorities or critical activities and the available resources
- KU4.** why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so.
- KU5.** the values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any team members from a different country or culture and how your own values, ethics, beliefs, faith, cultural conventions, perceptions, expectations, use of language, tone of voice and body language may appear to them.
- KU6.** ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated.
- KU7.** effective ways of regularly and fairly checking the progress and quality of the work of team members.
- KU8.** how to provide prompt and constructive feedback to team members.
- KU9.** the additional support and/or resources which team members might require to help them complete their work and how to assist in providing this.
- KU10.** why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively.
- KU11.** how to take account of diversity and inclusion issues when supporting and encouraging team members to complete the work they have been allocated.
- KU12.** why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members.
- KU13.** the type of problems and unforeseen events that may occur and how to support team members in dealing with them.
- KU14.** how to plan the work of a team, including how to identify any priorities or critical activities and the available resources.
- KU15.** how to identify sustainable resources and ensure their effective use when planning the work of a team.
- KU16.** how to identify and take due account of health and safety issues in the planning, allocation and checking of work.
- KU17.** how to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated and improve their performance, and for recognising their achievements.
- KU18.** how to log information on the ongoing performance of team members and use this information for performance appraisal purposes.

### Generic Skills (GS)

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

## Qualification Pack

- GS1.** complete documentation accurately.
- GS2.** write simple reports when required.
- GS3.** read information accurately.
- GS4.** read and interpret data sheets.
- GS5.** use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values.
- GS6.** carry out verbal instructions from other team members and supervisors.
- GS7.** read and interpret simple workplace documents.
- GS8.** complete simple written workplace forms and share work-related information with other team members.
- GS9.** make appropriate decisions regarding the responsibilities of the job role.
- GS10.** select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
- GS11.** follow store policies regarding work availability, rosters and work duties.
- GS12.** work within the store culture by practicing inclusive behaviour.
- GS13.** manage personal presentation, hygiene and time.
- GS14.** prioritise and complete delegated tasks under instruction
- GS15.** work collaboratively with team members, supporting the team, respecting and understanding others views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
- GS16.** adapt to new situations, including changing workplace procedures.
- GS17.** demonstrate sensitivity to customer needs and concerns.
- GS18.** anticipate problems and act to avoid them where possible.
- GS19.** respond to breakdowns and malfunction of equipment.
- GS20.** respond to unsafe and hazardous working conditions.
- GS21.** respond to security breaches
- GS22.** recognize and report faulty equipment and follow store workplace health and safety procedures
- GS23.** solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
- GS24.** identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best.
- GS25.** accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Allocate and check work in your team</i>	50	50	-	-
<b>PC1.</b> use information collected on the performance of team members in any formal appraisal of performance.	5	5	-	-
<b>PC2.</b> recognise successful completion of significant pieces of work or work activities by team members and the overall team and update the manager.	5	5	-	-
<b>PC3.</b> identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.	2.5	2.5	-	-
<b>PC4.</b> monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.	2.5	2.5	-	-
<b>PC5.</b> motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.	5	5	-	-
<b>PC6.</b> support team members in identifying and dealing with problems and unforeseen events.	2.5	2.5	-	-
<b>PC7.</b> check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.	5	5	-	-
<b>PC8.</b> encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.	5	5	-	-
<b>PC9.</b> recognise and find out differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximize productivity.	2.5	2.5	-	-
<b>PC10.</b> brief team members on the work they have been allocated and the standard or level of expected performance.	5	5	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development.	2.5	2.5	-	-
<b>PC12.</b> plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources.	2.5	2.5	-	-
<b>PC13.</b> confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.	5	5	-	-
<b>NOS Total</b>	<b>50</b>	<b>50</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	RAS/N0131
<b>NOS Name</b>	Supervise and Support Front line Team Members
<b>Sector</b>	Retail
<b>Sub-Sector</b>	Retail Operations
<b>Occupation</b>	Store Operations
<b>NSQF Level</b>	4.5
<b>Credits</b>	2
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	22/10/2024
<b>Next Review Date</b>	22/10/2027
<b>NSQC Clearance Date</b>	22/10/2024

## Qualification Pack

### RAS/N0164: Utilise AI tools in Store Operations

#### Description

This NOS (National Occupational Standard) outlines the skills and knowledge required to leverage AI tools in retail for enhanced customer experience, operational efficiency, and sales growth.

#### Scope

The scope covers the following :

- Effective use of AI tools in store operations

#### Elements and Performance Criteria

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

- PC1.** Collaborate with IT and operations teams to ensure seamless deployment of AI solutions
- PC2.** Report actionable insights to improve customer experience and increase sales
- PC3.** Use AI-driven chatbots and virtual assistants to enhance customer service
- PC4.** Utilize AI devices to create personalized shopping experiences (e.g., smart mirrors, interactive displays)
- PC5.** Train store staff on basics of AI in customer service and engagement tools
- PC6.** Report on the impact of AI on sales, customer satisfaction, and operational efficiency

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Principles of AI tools functionality
- KU2.** AI's role in customer behavior analysis and insights
- KU3.** AI tools for customer engagement
- KU4.** Applications of smart mirrors, displays, and inventory systems
- KU5.** Strategies to train store staff on AI tools and their effective usage
- KU6.** Techniques for measuring AI impact on KPIs
- KU7.** Staying updated on AI advancements

#### Generic Skills (GS)

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

- GS1.** Reading skills to interpret technical terminology relevant to the AI technologies
- GS2.** Writing skills to use correct spelling and grammar while interacting with AI based software tools
- GS3.** Technology skills to use various customised AI tools for data interpretation and forecasting



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	50	50	-	-
<b>PC1.</b> Collaborate with IT and operations teams to ensure seamless deployment of AI solutions	7	7	-	-
<b>PC2.</b> Report actionable insights to improve customer experience and increase sales	8	8	-	-
<b>PC3.</b> Use AI-driven chatbots and virtual assistants to enhance customer service	9	9	-	-
<b>PC4.</b> Utilize AI devices to create personalized shopping experiences (e.g., smart mirrors, interactive displays)	9	9	-	-
<b>PC5.</b> Train store staff on basics of AI in customer service and engagement tools	8	8	-	-
<b>PC6.</b> Report on the impact of AI on sales, customer satisfaction, and operational efficiency	9	9	-	-
<b>NOS Total</b>	<b>50</b>	<b>50</b>	<b>-</b>	<b>-</b>

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	RAS/N0164
<b>NOS Name</b>	Utilise AI tools in Store Operations
<b>Sector</b>	Retail
<b>Sub-Sector</b>	
<b>Occupation</b>	Store Operations
<b>NSQF Level</b>	4.5
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	22/10/2024
<b>Next Review Date</b>	22/10/2027
<b>NSQC Clearance Date</b>	22/10/2024

## Qualification Pack

### RAS/N0231: Deliver customer service in online mode - v2

#### Description

This OS describes the skills and knowledge required for effectively delivering customer Service in online mode

#### Scope

The scope covers the following :

- Provide Service to customer in online mode

#### Elements and Performance Criteria

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

- PC1.** Follow organisational protocols to communicate with customers using digital communication tools
- PC2.** Use appropriate styles and methods of communication within turnaround time specified in operating procedures of organisation
- PC3.** Assess customer requirements for products and services and ensure that the customer demands are met within the limits of organizational policies and procedures
- PC4.** Improve customer experience within the authority and responsibilities of self
- PC5.** Use opportunities to promote customer loyalty during online interaction with customers
- PC6.** Seek customer feedback, testimonials, and referrals during online interaction with the customers
- PC7.** Use appropriate writing etiquettes when communicating with customers on email.
- PC8.** Communicate recommendations to improve online customer service standards to relevant stakeholders within the organisation
- PC9.** Identify the problems of the customers and provide support to resolve them
- PC10.** Take appropriate action to avoid escalation of customer service problems within the online service standards of organisation
- PC11.** Respond to the customers online on the complaints raised by them in alignment with online customer service standards of the organisation
- PC12.** Identify complex customer service problems and refer them to relevant personnel
- PC13.** Follow professional etiquettes while interacting with the customer online
- PC14.** Take appropriate actions in alignment
- PC15.** Refer recurring and potential customer service problems to relevant personnel within the organisation to avoid recurrence and customer dissatisfaction

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Key legal and ethical considerations as related to online customer service provision

## Qualification Pack

- KU2.** Organisational policies and procedures for processing refunds and exchanges online and recording customer information
- KU3.** Organisational online customer service standards
- KU4.** Key aspects of online communication such as written communication techniques, appropriate communication styles, role and use of tone in written communication, maintaining brand integrity
- KU5.** Common causes of customer complaints and difficulties in an online environment
- KU6.** Online customer service provision and techniques for handling customer complaints and feedback
- KU7.** Role and impact of customer feedback in an online environment
- KU8.** Commercial impact of unresolved customer complaints, customer dissatisfaction and refunds and exchanges

## Generic Skills (GS)

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

- GS1.** Self-management skills to maintain professionalism in difficult situations related to customer complaints.
- GS2.** Technology skills to use online technology and tools to communicate with customers.

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	50	50	-	-
<b>PC1.</b> Follow organisational protocols to communicate with customers using digital communication tools	3	3	-	-
<b>PC2.</b> Use appropriate styles and methods of communication within turnaround time specified in operating procedures of organisation	4	4	-	-
<b>PC3.</b> Assess customer requirements for products and services and ensure that the customer demands are met within the limits of organizational policies and procedures	3	3	-	-
<b>PC4.</b> Improve customer experience within the authority and responsibilities of self	3	3	-	-
<b>PC5.</b> Use opportunities to promote customer loyalty during online interaction with customers	4	4	-	-
<b>PC6.</b> Seek customer feedback, testimonials, and referrals during online interaction with the customers	4	4	-	-
<b>PC7.</b> Use appropriate writing etiquettes when communicating with customers on email.	4	4	-	-
<b>PC8.</b> Communicate recommendations to improve online customer service standards to relevant stakeholders within the organisation	4	4	-	-
<b>PC9.</b> Identify the problems of the customers and provide support to resolve them	3	3	-	-
<b>PC10.</b> Take appropriate action to avoid escalation of customer service problems within the online service standards of organisation	3	3	-	-
<b>PC11.</b> Respond to the customers online on the complaints raised by them in alignment with online customer service standards of the organisation	3	3	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC12.</b> Identify complex customer service problems and refer them to relevant personnel	3	3	-	-
<b>PC13.</b> Follow professional etiquettes while interacting with the customer online	3	3	-	-
<b>PC14.</b> Take appropriate actions in alignment	3	3	-	-
<b>PC15.</b> Refer recurring and potential customer service problems to relevant personnel within the organisation to avoid recurrence and customer dissatisfaction	3	3	-	-
<b>NOS Total</b>	<b>50</b>	<b>50</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	RAS/N0231
<b>NOS Name</b>	Deliver customer service in online mode - v2
<b>Sector</b>	Retail
<b>Sub-Sector</b>	
<b>Occupation</b>	Consumer Sales
<b>NSQF Level</b>	4.5
<b>Credits</b>	1
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	22/10/2024
<b>Next Review Date</b>	22/10/2027
<b>NSQC Clearance Date</b>	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:



## Qualification Pack

- 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.

## Qualification Pack

**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

## Qualification Pack

- 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

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> identify employability skills required for jobs in various industries	-	-	-	-
<b>PC2.</b> identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values – Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC3.</b> 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.	-	-	-	-
<b>PC4.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	-	-
<b>PC5.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC6.</b> 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>	<b>2</b>	<b>3</b>	-	-
<b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
<b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC9.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> understand the difference between job and career	-	-	-	-
<b>PC11.</b> prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	<b>2</b>	<b>2</b>	-	-
<b>PC12.</b> follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
<b>PC13.</b> work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>2</b>	-	-
<b>PC14.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC15.</b> escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>2</b>	<b>3</b>	-	-
<b>PC16.</b> select financial institutions, products and services as per requirement	-	-	-	-
<b>PC17.</b> carry out offline and online financial transactions, safely and securely	-	-	-	-
<b>PC18.</b> identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
<b>PC19.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	<b>3</b>	<b>4</b>	-	-
<b>PC20.</b> operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
<b>PC21.</b> use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
<b>PC22.</b> 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>	<b>2</b>	<b>3</b>	-	-
<b>PC23.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
<b>PC24.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
<b>PC25.</b> identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	<b>1</b>	<b>2</b>	-	-
<b>PC26.</b> identify different types of customers	-	-	-	-
<b>PC27.</b> identify and respond to customer requests and needs in a professional manner.	-	-	-	-
<b>PC28.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
<b>PC29.</b> create a professional Curriculum vitae (Résumé)	-	-	-	-
<b>PC30.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
<b>PC31.</b> apply to identified job openings using offline /online methods as per requirement	-	-	-	-
<b>PC32.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
<b>PC33.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	22/10/2024
<b>Next Review Date</b>	22/10/2027
<b>NSQC Clearance Date</b>	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. Individual NCVET recognised assessment agencies will prepare the theory and practical question papers
5. The assessments will be conducted by individual NCVET recognised assessment agencies as per the SOP.
6. Every learner/ candidate appearing for the assessment must possess the OJT completion certificate from the employer to undertake the assessments under this qualification.
7. The assessment for the theory and practical will be conducted online on a digital assessment platform with comprehensive auditable trails.
8. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.

### Qualification Pack

9. To pass the Qualification Pack assessment, every trainee should score a minimum of 70% aggregate passing percentage recommended at QP Level.
10. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.
11. For detailed guidelines SOP on assessments can be referred to on the RASCI website.

### Minimum Aggregate Passing % at QP Level : 70

**(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/N0146.Organize the display of products at the store	50	50	0	0	100	10
RAS/N0139.Plan visual merchandising	50	50	0	0	100	10
RAS/N0140.Establish and satisfy customer needs	50	50	0	0	100	10
RAS/N0147.Process the sale of products	50	50	0	0	100	10
RAS/N0148.Maintain the availability of goods for sale to customers	50	50	0	0	100	10
RAS/N0150.Monitor and solve customer service problems	50	50	0	0	100	10
RAS/N0131.Supervise and Support Front line Team Members	50	50	0	0	100	10
RAS/N0164.Utilise AI tools in Store Operations	50	50	0	0	100	12



### Qualification Pack

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
RAS/N0231.Deliver customer service in online mode - v2	50	50	0	0	100	12
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	6
<b>Total</b>	<b>470</b>	<b>480</b>	<b>-</b>	<b>-</b>	<b>950</b>	<b>100</b>

## Qualification Pack

### Acronyms

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

## Qualification Pack

### Glossary

<b>Sector</b>	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.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	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.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	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.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	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.
<b>Scope</b>	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

<b>Knowledge and Understanding (KU)</b>	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.
<b>Organisational Context</b>	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.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	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.
<b>Electives</b>	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.
<b>Options</b>	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.