



# Model Curriculum

**QP Name: Retail Outlet Attendant (Oil & Gas)**

**QP Code: HYC/Q 3101**

**QP Version: 3.0**

**NSQF Level: 3**

**Model Curriculum Version: 3.0**

Hydrocarbon Sector Skill Council  
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## Training Parameters

<b>Sector</b>	Hydrocarbon
<b>Sub-Sector</b>	Downstream
<b>Occupation</b>	Retail Distribution
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO/2015 5245.0101
<b>Minimum Educational Qualification and Experience</b>	5th Grade Pass with 4-years of relevant experience OR 8th Grade Pass with 1-year of relevant experience OR 9th Grade pass OR Grade 8th with one year of National Trade Certificate (NTC) after 8 <sup>th</sup>
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 years
<b>Last Reviewed On</b>	17-11-2022
<b>Next Review Date</b>	16-11-2025
<b>NSQC Approval Date</b>	17-11-2022
<b>QP Version</b>	3.0
<b>Model Curriculum Creation Date</b>	17-11-2022
<b>Model Curriculum Valid Up to Date</b>	16-11-2025
<b>Model Curriculum Version</b>	3.0
<b>Minimum Duration of the Course</b>	-
<b>Maximum Duration of the Course</b>	330 Hours

## Program Overview

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

### Training Outcomes

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

- Carry out the vehicle movement to the designated island and manage the queue, confirm the fuel type and quantity of fuel with the customer
- Carry out dispense fuel while following the service norms and safety guidelines, process payment
- Ensure safe and secure working environment to avoid hazards and accidents, while dispensing and Handling fuel (during an emergency), know about emergency procedures in case of fire
- Ensure cleanliness at the workplace and follow good personal hygiene habits and practices
- Engage with customers to understand their service requirements, attend customer requirements to achieve customer satisfaction, always adhere to service and safety guidelines

### Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration	Total Duration
<b>HYC/ N3101 – Conduct Retail Outlet (Fuel Station) Activities</b> NOS Version No. 3.0 NSQF Level – 3	42:00	57:00	15:00	114:00
Module 1: Introduction to Hydrocarbon sector and the job role of Retail Outlet Attendant (Oil & Gas)	06:00	Nil	00:00	06:00
Module 2: Activities perform at Retail Outlet	36:00	57:00	15:00	108:00
<b>HYC/ N3102 – Maintain Safe and Secure Working Environment</b> NOS Version No. – 3.0 NSQF Level – 3	15:00	24:00	00:00	39:00
Module 3: Safe and secure working environment	15:00	24:00	00:00	39:00
<b>HYC/N3103 – Maintain Health and Hygiene Habits</b> NOS Version No. – 3.0 NSQF Level – 3	15:00	33:00	00:00	48:00
Module 4: Health and Hygiene Habits	15:00	33:00	00:00	48:00
<b>HYC/N3104 – Maintain Customer-Centric Service Orientation</b> NOS Version No. – 2.0 NSQF Level – 3	18:00	36:00	15:00	69:00
Module 5: Maintain Customer-Centric Service Orientation	18:00	36:00	15:00	69:00
<b>DGT/VSQ/N0102 - Employability Skills</b> NOS Version No. – 1.0	15:00	45:00	00:00	60:00
<b>Total Duration</b>	<b>105:00</b>	<b>195:00</b>	<b>30:00</b>	<b>330:00</b>

## Module Details

### Module 1: Introduction to Hydrocarbon sector and the job role of Retail Outlet Attendant (Oil & Gas)

#### Bridge Module

#### Terminal Outcomes:

- Discuss the Hydrocarbon Sector
- Discuss the job of a Retail Outlet Attendant (Oil & Gas)

<b>Duration: 06:00</b>	<b>Duration: 00:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain general discipline in the class room (Do's &amp; Don'ts)</li> <li>• Describe Oil &amp; Gas Sector/Sub-Sector</li> <li>• Describe the role of a Retail Outlet Attendant (Oil &amp; Gas)</li> <li>• Explain how to learn and practice Basic skills of communication</li> <li>• Explain how to learn and practice Basic reading capabilities to enable reading of signs, notices and/or cautions at site.</li> </ul>	
<b>Classroom Aids:</b>	
<ul style="list-style-type: none"> <li>• White / Black board and Projector</li> <li>• Digital Presentation</li> <li>• Computer/Laptop</li> <li>• Public Addressing System</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
Pen, pencil, note pad and other training aids	

## Module 2: Activities perform at Fuel Station

Mapped to HYC/ N3101 v 3.0

### Terminal Outcomes:

- Pre-Fuelling
- marshal vehicle to the designated island and manage the queue
- guide the customer to position the vehicle to achieve clear visibility of the dispensing unit display
- Fuelling
- confirm the fuel type and quantity of fuel with the customer
- dispense fuel following the service norms and safety guidelines
- Post-Fuelling

<b>Duration: 36:00</b>	<b>Duration: 57:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe how to stay at the designated island and keep the island in clean condition at all times</li> <li>• Explain how to make certain that customer switch off the vehicle and his/her mobile for safety</li> <li>• Explain how to ask the customer about the required type of fuel and quantity to be filled</li> <li>• Describe how to confirm the customer’s order by repeating the fuel type and quantity</li> <li>• Explain how to ensure the engine of the vehicle is turned off, ask the customer to vacate the vehicle in case of CNG. In case of two wheelers ask the rider and pillion rider to dismount.</li> <li>• Explain how to ensure that no one is speaking on the mobile phone around the car while fuelling</li> <li>• Explain how to ensure to provide (automated/manual) bill to the customer, as requested</li> <li>• Describe how to provide hard pad for signing the merchant copy in case of card payment</li> <li>• Describe how to prompt the customer for checking the air in their vehicle’s tyres</li> <li>• Explain how to remember to obtain feedback from the customer for improvement in service, thank the customer and request them to visit again</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to marshal/guide the customer to the designated island and manage queue</li> <li>• Show how to guide the customer to park the vehicle in a way where he/she is able to see the dispensing unit display</li> <li>• Demonstrate how to inform the customer of any available schemes/offers in the retail outlet</li> <li>• Show how to pre-set the customer’s order quantity in the DU after customer has seen</li> <li>• Demonstrate how to keep the hose at a safe distance from the vehicle</li> <li>• Perform how to avoid dragging the hose to make it reach the vehicle for fuelling</li> <li>• Demonstrate how to ensure that the nozzles, vapor guards/caps are in normal position</li> <li>• Show how to ensure nozzle cuff guard fits properly over the vehicle tank opening and hold the nozzle till fuelling is completed</li> <li>• Demonstrate how to show final meter reading and sales amount to the customer and process the payment</li> <li>• Show how to promptly wipe any spillage on the vehicle body</li> <li>• Conduct how to enquire if the customer needs lubricant, coolant, brake fluid, etc. for the vehicle</li> </ul>

### Classroom Aids:

- White / Black board, Projector, Laptop and Speakers
- Digital Presentation
- Computer/Laptop
- Public Addressing System

### Tools, Equipment and Other Requirements

- Sample promotional material
- Sample leaflet/broachers
- Sample presentation
- Nos.1 densitometers with calibration certificate
- Nos.1 thermometers with calibration certificate
- Calibrated 5 litre jar (for checking quantity along with calibration certificate)
- Whatman Filter Paper
- Flip chart
- Sample job card
- Two dispensing units one each for MS & HSD
- Two underground tanks of at least 9 kl capacity one each for MS & HSD
- Stainless steel traffic guiding signs in place
- Electrical room
- One Air Tower with calibration chart
- Sales building with lube display, furniture, office equipment
- Shop floor with basic equipment
- Sample SOP

## Module 3: Safe and secure working environment to avoid accidents

Mapped to HYC/N3102 v 3.0

### Terminal Outcomes:

- Safe and Secure Environment
- Safety while Handling CNG (during an emergency)

<b>Duration: 15:00</b>	<b>Duration: 24:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the use of different types of fire extinguishers: CO2 extinguishers for electrical fire and dry extinguishers for other fires</li> <li>• Describe how to check the availability of dry sand in buckets in retail outlet</li> <li>• Describe how to comply with organisation’s current safety, security and environmental policies and procedures</li> <li>• Explain how to report any hazards that cannot be dealt with to the relevant person in accordance with organisational procedures and warn other people who may be affected</li> <li>• Explain how to follow organisation’s emergency and fire-fighting procedures</li> <li>• Explain how to identify and recommend opportunities for improving safety and security to the designated person</li> <li>• Describe how to remember to isolate the gas supply and follow the emergency procedures and shut the power supply</li> <li>• Explain how to start operation only after the control room’s approval</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to report any identified breaches in safety, security, and environmental policies and procedures to the designated person</li> <li>• Perform how to identify and correct any hazards that can be dealt with safely, competently, and within the limits of individual’s authority</li> <li>• Show how to stop filling gas from all dispensers and close all the dispensing point</li> <li>• Show how to Push/direct all the vehicles out of the station and ensure that no one comes in</li> <li>• Show how to remember to inform the concerned authority</li> <li>• Demonstrate how to change or repair the damaged equipment</li> </ul>
<b>Classroom Aids:</b>	
<ul style="list-style-type: none"> <li>• White / Black board and Projector</li> <li>• Digital Presentation</li> <li>• Computer/Laptop</li> <li>• Public Addressing System</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>• Safety cap</li> <li>• Safety instruction chart</li> <li>• Safety tips chart</li> <li>• Leak detectors</li> <li>• First aid kit</li> </ul>	



## Module 4: Health and Hygiene Habits

### Mapped to HYC/N3103 v 3.0

#### Terminal Outcomes:

- ensure cleanliness around the workplace
- follow good personal hygiene habits and practices
- take precautionary health measures

<b>Duration: 15:00</b>	<b>Duration: 33:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain how to keep the workplace regularly clean and clear of waste or other litter</li> <li>• Explain how to identify poor organisational practices with respect to hygiene and cleaning</li> <li>• Describe how to maintain personal hygiene habits and practices</li> <li>• Explain how to maintain dental hygiene</li> <li>• Explain how to report any personal health issues related to injury and infectious diseases</li> <li>• Describe how to undergo preventive health check-ups at regular interval</li> <li>• Describe how to seek prompt treatment from a registered doctor in case of illness</li> <li>• Explain how to get appropriate precautionary vaccines regularly</li> <li>• Describe how to understand general sense of hygiene and appreciation for cleanliness</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to use a tissue, cover the mouth and turn away from people while sneezing or coughing</li> <li>• Show how to wash/wipe hands after coughing and sneezing</li> <li>• Perform how to sanitise hands whenever necessary</li> </ul>
<ul style="list-style-type: none"> <li>• Classroom Aids:</li> </ul>	
<ul style="list-style-type: none"> <li>• White / Black board and Projector</li> <li>• Digital Presentation</li> <li>• Computer/Laptop</li> <li>• Public Addressing System</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>• Trainer Guide</li> <li>• Participant hand book</li> <li>• Escalation matrix chart</li> <li>• Class Room</li> <li>• White Board &amp; Markers</li> <li>• LCD Projector</li> </ul>	

## Module 5: Maintain Customer-Centric Service Orientation

*Mapped to HYC/N3104 v 2.0*

### Terminal Outcomes:

- engage with customers to understand their service quality requirements
- fulfil customer requirements to achieve customer satisfaction

<b>Duration: 18:00</b>	<b>Duration: 36:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe how to remember to greet the customer</li> <li>• Explain how to understand the customer’s needs for service quality requirements</li> <li>• Describe how to receive and record regular feedback from the customers on current service, complaints and improvements to be made</li> <li>• Explain how to communicate feedback of customers to seniors</li> <li>• Explain how to adhere to service and safety guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to understand ways to treat customers fairly and with due respect</li> <li>• Show how to ensure that customer expectations are met</li> </ul>
<b>Classroom Aids:</b>	
<ul style="list-style-type: none"> <li>• White / Black board and Projector</li> <li>• Digital Presentation</li> <li>• Computer/Laptop</li> <li>• Public Addressing System</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>• Escalation matrix chart</li> </ul>	

## Module 6: Employability Skills

Mapped to DGT/VSQ/N0102

NOS Version No. – 1.0

### Terminal Outcomes:

- Understanding of employability skills.
- Enhancing candidate's employability skills.

<b>Duration: 15:00</b>	<b>Duration: 45:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Introduction to Employability Skills</li> <li>• Constitutional Values – Citizenship</li> <li>• Becoming a Professional in the 21st Century</li> <li>• Basic English Skills</li> <li>• Communication Skills</li> <li>• Financial and Legal Literacy</li> <li>• Essential Digital Skills</li> <li>• Diversity &amp; Inclusion</li> <li>• Career Development &amp; Goal Setting</li> <li>• Customer Service</li> <li>• Getting Ready for Apprenticeship &amp; Jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Employability Skills - Online learning &amp; future of Skills</li> <li>• Constitutional Values – Citizenship as guiding principles and protecting the environment</li> <li>• Becoming a Professional in the 21st Century by knowing oneself and developing critical thinking &amp; decision-making abilities</li> <li>• Basic English Skills -both written, reading and spoken</li> <li>• Communication Skills by Practicing Effective Communication</li> <li>• Financial and Legal Literacy by learning basics of banking &amp; money management</li> <li>• Essential Digital Skills</li> <li>• Diversity &amp; Inclusion at workplace</li> <li>• Career Development &amp; Goal Setting</li> <li>• Customer Service and relationship building</li> <li>• Getting Ready for Apprenticeship &amp; Jobs</li> </ul>
<ul style="list-style-type: none"> <li>• Classroom Aids:</li> <li>• White / Black board and Projector</li> <li>• Digital Presentation</li> <li>• Computer/Laptop</li> <li>• Public Addressing System</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>• Dummy team</li> </ul>	

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
12 <sup>th</sup> Class Pass/ or ITI pass	-	5	In relevant Field	1	-	

Trainer Certification	
Domain Certification	Platform Certification
Certified for the Job Role: “Retail Outlet Attendant (Oil & Gas)”, mapped to QP: “HYC/Q3101, v3.0”. Minimum accepted score is 80%	Certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “MEP/Q2601, v1.0”. Minimum accepted score as per MEPSC guidelines is 80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
12 <sup>th</sup> Class Pass/ ITI Pass	-	5	In relevant Field	1	-	

Assessor Certification	
Domain Certification	Platform Certification
Certified for the Job Role: “Retail Outlet Attendant (Oil & Gas)”, mapped to QP: “HYC/Q3101, v3.0”. Minimum accepted score is 80%	Certified for the Job Role: “Assessor”, mapped to the Qualification Pack: “MEP/Q2701, v1.0”. Minimum accepted score as per MEPC guidelines is 80%.

## Assessment Strategy

The assessment of candidates/trainees will be on the basis on assessment outcome/assessment criteria of the Qualification. In the assessment criteria for each NOS marks have been defined for theoretical and practical skills, on which the candidate will be assessed. The emphasis is on 'learning-by-doing' and performance criteria is based on the practical demonstration of skills and knowledge.

**Theory/Knowledge test-** This section will test the trainee on his/her knowledge on the subject/trade. The test will be carried out online/offline with a set of random Question paper. that include multiple choice questions in multilingual, True/False Statement, audio-video question etc.

The Question Bank will be developed by Subject Matter Experts (SME) of the hydrocarbon sector and these questions again be vetted by the Industry Experts, each performance criteria have its marks for theory based on the level of question i.e., easy, medium and difficult.

**Practical/Demonstration Test-** This stage involves the face-to-face interaction between Assessor and each trainee. The practical knowledge will be tested through trade test which demonstrates the skill required for the job, by which assessor would be able to evaluate the trainee for his/her practical knowledge on respective Qualification.

To ensure the maximum possible consistency in the assessment by different assessors at different locations, orientation of the assessors is also required about the stages involved in the assessment and the assessor role in the assessment process. The assessor must have knowledge of the following concepts before assessment:

- Qualification Pack Structure
- Guidance for the assessor to conduct theory and practical assessments
- Guidance for trainees to be given by assessor before the start of the assessments.
- Guidance on assessments process, practical brief with steps of operations practical observation checklist
- Practical/Demonstration Test guidance for uniformity and consistency.
- Guidance on assessment evidence collection (signed attendance copy, verification of the authenticity of the candidate by checking the photo ID card, Photographs-while assessment undergoing etc.)

The empanelled assessment agencies will be instructed to hire assessors with integrity, reliability and fairness. Each assessor shall sign a document with its assessment agency by which they commit themselves to comply with the rules of confidentiality and conflict of interest, independence from commercial and other interests that would compromise impartiality of the assessments. The assessment agencies are instructed to ideally have assessor with sufficient amount of relevant industry experience related to Qualification. The assessors will also have scrutinized and have to undergo orientation of assessment framework, competency-based assessments etc.

### Recognition of Prior Learning (RPL)

Under the Recognition of Prior Learning (RPL), the candidates enrolled and the assessment will be carried out as per the assessment criteria and assessment outcome of the full Qualification and the process of assessment will be carry out by the body/bodies empanelled by Hydrocarbon Sector Skill Council

In RPL, the candidate already has the skills and knowledge while working on the job from long, the learners only require to undergo a brief orientation training and the subsequent assessment process and

certification is awarded to those candidates who successfully clears the assessment. The tentative process of RPL would include the following stages:

- 1 Cluster Mapping and Mobilization of the candidates
- 2 Counselling & Pre-Screening
- 4 Candidate registration, batch creation and enrolment
- 5 Conduction of an orientation program for candidates before assessment
- 7 Assessment by HSSC
- 8 Evaluation of Assessment Result
- 9 Issuance of the Certificate to successful candidates

#### Assessment Strategy:

- For each Qualification Pack assessment criteria has been developed, which describe the weightage for each NOS/Performance criteria (PC) and assigned marks based on each NOS separately for theoretical and practical skills
- The question bank will be developed by the subject matter experts to assess the theoretical and practical knowledge.
- The accredited assessment agency will carry out the assessment process on the date proposed after completion of the training. The assessment will be carried out on the basis of the two parameters i.e., Theoretical test and Practical test.
- The result of the assessment will be shared by assessment body to the HSSC for review and compliance, after that result will be processed and certificates will be generated
- Assessments shall be conducted in the regional languages in case of any specific requirement from the concerned Training Provider.
- For ensuring the impartial assessment it will be ensured that the Assessment Bodies (AB) are not involved in any type of training delivery with respect to this project.

#### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for the theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score a minimum of 70% of % aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

**Recommended Pass % aggregate for QP: 50%**

## References

### Glossary

Term	Description
<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 set of job roles, which perform similar 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 organization.
<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.
<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements that together specify the technical, generic, professional and organizational specific knowledge that an individual need in order to perform to the required standard.
<b>Organizational Context</b>	Organizational context includes the way the organization 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 key to learning and working in today's world. These skills are typically need 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.



## Acronyms and Abbreviations

Term	Description
NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training
OS	Occupational Standard(s)
QP	Qualifications Pack
KU	Knowledge and understanding
GS	Generic Skills
ROA	Retail Outlet Attendant
FAQ	Frequently Asked Questions
BP	Business Partner
KYC	Know Your Consumer
FAB	Feature Advantage Benefit