



QUALIFICATION FILE

Visual Merchandising for IndiaSkills/ WorldSkills Competition

☒ Short Term Training (STT) ☐ Long Term Training (LTT) ☒ Apprenticeship

☐ Upskilling ☐ Dual/Flexi Qualification ☒ For ToT ☒ For ToA

☒ General ☐ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills ☐ OEM NCrF/NSQF

Level: 4.5

Submitted By:

Retailers Association's Skill Council of India

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Section 1: Basic Details

1.	Qualification Name	Visual Merchandising for IndiaSkills/ WorldSkills Competition	
2.	Sector/s	Retail	
3.	Type of Qualification: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: (Change to previous, once approved)	Qualification Name of existing/previous version:
4.	a. OEM Name b. Qualification Name (Wherever applicable)	Not Applicable	
5.	National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval)	QG-4.5-OR-01799-2024-V1-RASCI	6. NCrF/NSQF Level: 4.5
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other (Wherever applicable specify multiple entry/exits also & provide details in annexure)	Certificate	
8.	Brief Description of the Qualification	<p>A visual merchandiser creates window and interior displays in shops and department stores thus is essentially responsible for the “look” of the retail outlet. The chief aim of a visual merchandiser is to maximize sales by communicating with the target audience and creating a positive atmosphere.</p> <p>The visual merchandiser communicates directly with the target audience through their designs and creates a positive impression which in turn impacts on the sales revenue of the business. Whilst not possible to precisely measure the impact of the visual merchandiser's displays it is accepted that they are an increasingly important element of the marketing and sales mix of a successful retail business.</p>	

9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1" data-bbox="1025 161 2033 954"> <tr> <td data-bbox="1025 161 1137 643">1.</td> <td data-bbox="1137 161 1601 643"> <ul style="list-style-type: none"> Completed 1st year of 3-year/ 4-years UG Pursuing 1st year of 3-year/ 4-years UG and continuing education Pursuing 3rd year of 3-year diploma after 10th and continuing education Completed 3-year diploma after 10 Completed 1st year of 2 year diploma after 12th Pursuing 2nd year of 2- year diploma after 12 and continuing education </td> <td data-bbox="1601 161 2033 643">No Experience required.</td> </tr> <tr> <td data-bbox="1025 643 1137 711">2.</td> <td data-bbox="1137 643 1601 711">12th Grade Pass</td> <td data-bbox="1601 643 2033 711">1-year relevant experience in visual merchandising</td> </tr> <tr> <td data-bbox="1025 711 1137 804">3.</td> <td data-bbox="1137 711 1601 804">10th Grade Pass</td> <td data-bbox="1601 711 2033 804">3-year relevant experience in visual merchandising</td> </tr> <tr> <td data-bbox="1025 804 1137 954">4.</td> <td data-bbox="1137 804 1601 954">Previous relevant Qualification of NSQF Level 4.0</td> <td data-bbox="1601 804 2033 954">1.5-year relevant experience in visual merchandising</td> </tr> </table>						1.	<ul style="list-style-type: none"> Completed 1st year of 3-year/ 4-years UG Pursuing 1st year of 3-year/ 4-years UG and continuing education Pursuing 3rd year of 3-year diploma after 10th and continuing education Completed 3-year diploma after 10 Completed 1st year of 2 year diploma after 12th Pursuing 2nd year of 2- year diploma after 12 and continuing education 	No Experience required.	2.	12 th Grade Pass	1-year relevant experience in visual merchandising	3.	10 th Grade Pass	3-year relevant experience in visual merchandising	4.	Previous relevant Qualification of NSQF Level 4.0	1.5-year relevant experience in visual merchandising						
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10. Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))		17	11. Common Cost Norm Category (I/II/III) (wherever applicable): II																						
12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	Not Applicable																							
13.	Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)	<div data-bbox="949 1214 1330 1241"> <input checked="" type="checkbox"/>Offline <input type="checkbox"/>Online <input type="checkbox"/>Blended </div> <table border="1" data-bbox="949 1246 2051 1414"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Mandatory (Hours)</th> <th>OJT Recommended (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>215</td> <td>295</td> <td>-</td> <td>-</td> <td>510</td> </tr> <tr> <td>Online</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table> <div data-bbox="949 1418 1487 1445">(Refer Blended Learning Annexure for details)</div>						Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	215	295	-	-	510	Online	-	-	-	-	-
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																				
Classroom (offline)	215	295	-	-	510																				
Online	-	-	-	-	-																				

14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015/1221	
15.	Progression path after attaining the qualification (Please show Professional and Academic progression)	Marketing Manager/ Brand Manager	
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Not Applicable	
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:	
18.	Is the Job Role Amenable to Persons with Disability	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability: NA	
19.	How Participation of Women will be Encouraged	Through women's organisations for social welfare, Corporates, Fashion Design Institutions, Higher and General education institutes, designated NGOs for Women's Welfare & Development	
20.	Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
22.	Name and Contact Details of Submitting / Awarding Body SPOC (In case of CS or MS, provide details of both Lead AB & Supporting ABs)	Name: Mr. James Raphael Email: james.raphael@rasci.in Contact No: +91 22 40058210-5; Ext. 17 Website: https://www.rasci.in	
23.	Final Approval Date by NSQC: 06/02/2024	24. Validity Duration: 2 years	25. Next Review Date: 06/02/2026 Model curriculum created for IndiaSkills/WorldSkills 2024

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

Th.-Theory **Pr.**-Practical **OJT**-On the Job **Man.**-Mandatory Training **Rec.**-Recommended **Proj.** -Project

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core / Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Work organization and management	RAS/N0407	Core	4.5	2	30	30	-	-	60	30	70	-	-	100	10%
2.	Communication and interpersonal skills	RAS/N0408	Core	4.5	1	15	15	-	-	30	30	70	-	-	100	5%
3.	Problem solving, innovation, and creativity	RAS/N0409	Core	4.5	2	20	40	-	-	60	30	70	-	-	100	15%
4.	Interpret and research brief	RAS/N0410	Core	4.5	3	30	60	-	-	90	30	70	-	-	100	10%
5.	Design	RAS/N0411	Core	4.5	3	40	50	-	-	90	30	70	-	-	100	20%
6.	Implementation	RAS/N0412	Core	4.5	6	80	100	-	-	180	30	70	-	-	100	40%
Duration (in Hours) / Total Marks					17	215	295	-	-	510	180	420	-	-	600	100%

Elective NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Duration (in Hours) / Total Marks																

Optional NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/N SQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Duration (in Hours) / Total Marks																

Assessment - Minimum Qualifying PercentagePlease specify **any one** of the following:

Minimum Pass Percentage – Aggregate at qualification level: 70 % (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: ____% (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

Section 3: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	<ul style="list-style-type: none"> Graduate with minimum of 5 years of supervisory experience in Visual Merchandising including 1 year of training experience in Visual Merchandising. OR <ul style="list-style-type: none"> Graduate with minimum of 5 years training experience in Visual Merchandising.
2.	Trainer's Qualification and experience for Employability skills	Not Applicable
3.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	<ul style="list-style-type: none"> Graduate with a minimum of 7 years of supervisory experience / training experience in Visual merchandising. OR <ul style="list-style-type: none"> Post-Graduate/ PG Diploma (2 Years) in Visual Design/ Fashion Design/ Product Design/ Interior Design with a minimum of 5 years of supervisory experience/ training experience in Visual Merchandising.
4.	Master Trainers Qualification and Experience for Employability Skills	Not Applicable
5.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
6.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	Not Applicable

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	<ul style="list-style-type: none"> Graduate with minimum of 5 years of supervisory/ training experience in Retail visual merchandising.
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	<ul style="list-style-type: none"> 12th grade pass with 2 years of experience in exam invigilation including minimum 1 year exam proctoring experience on a digital assessment platform.
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	<ul style="list-style-type: none"> Graduate with a minimum of 7 years of supervisory experience / training experience in Visual merchandising. OR Post-Graduate/ PG Diploma (2 Years) in Visual Design/ Fashion Design/ Product Design/ Interior Design with a minimum of 5 years of supervisory experience/ training experience in Visual Merchandising.
4.	Assessment Mode (Specify the assessment mode)	Online on physically proctored/ remote proctored digital assessment platform with comprehensive auditable trails in the presence of a certified assessor at the Assessment Centre/ Training Centre.
5.	Tools and Equipment Required for Assessment	<input checked="" type="checkbox"/> Same as for training <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Yes
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Yes
3.	Government /Industry initiatives/ requirement (Yes/No): Yes
4.	Number of Industry validation provided: NA
5.	Estimated nos. of persons to be trained and employed: 110
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: NO If "No", why: The qualification is basically for India skills/ World skills 2024

Note: This qualification is basically for India skills/ World skills 2024

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors <i>(Mandatory)</i>	<i>Enclosed</i>
2.	Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	<i>Enclosed</i>
3.	Annexure: Detailed Assessment Criteria <i>(Mandatory)</i>	<i>Enclosed</i>
4.	Annexure: Assessment Strategy <i>(Mandatory)</i>	<i>Enclosed</i>
5.	Annexure: Blended Learning <i>(Mandatory, in case selected Mode of delivery is "Blended Learning")</i>	<i>Not applicable</i>
6.	Annexure: Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>	<i>Not applicable</i>
7.	Annexure: Acronym and Glossary <i>(Optional)</i>	<i>Enclosed</i>
8.	Supporting Document: Model Curriculum <i>(Mandatory – Public view)</i>	<i>Enclosed</i>
9.	Supporting Document: Career Progression <i>(Mandatory - Public view)</i>	<i>Enclosed</i>
10.	Supporting Document: Occupational Map <i>(Mandatory)</i>	<i>Enclosed</i>
11.	Supporting Document: Assessment SOP <i>(Mandatory)</i>	<i>Enclosed</i>
12.	Any other document you wish to submit:	<i>Not applicable</i>

NSQC Approved

Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	Individual in this job role is responsible for promoting the organization's brand image, products and services by creating/designing attractive window and in-store displays to draw customers to the store and encourage purchase decisions, thereby supporting top-line sales Hence requires to be updated on the basic statutory compliances under retail trade practices including the organisational operating procedures.	The individual is required to: <ul style="list-style-type: none"> • Possesses knowledge in multidisciplinary contexts, broadly, within the chosen fields of technology/ skills/ job role. • Deeper knowledge and understanding of specialized field of technology / skills/ job role and its underlying principles. • Acquired specialized knowledge and a range of cognitive and practical skills to accomplish tasks like basic design, prototyping, testing so as to solve a problem by selecting appropriate information, methods, tools, and materials 	4.5
Professional and Technical Skills/ Expertise/ Professional Knowledge	The individual on the job needs to know and understand: Standard Operating Procedures, processes and policies followed in the company and by brands, the techniques of layout design, including drawing conventions and standards how to put together merchandising displays for use inside the store and outside the store, the visual merchandising dressing techniques to use for different types of merchandise, how to analyse the visual impact of promotions and events, how to maintain visual merchandising elements in the store as per guidelines. Furthermore, the individual must be able to apply principles and elements of visual merchandise to demonstrate that he/ she has the skills to ensure desired business outcomes are achieved.	The individual is required to: <ul style="list-style-type: none"> • Demonstrates cognitive specialised professional and technical skills required for performing and accomplishing difficult tasks relating to the chosen field/s of technology / skills/ job role; successfully applying techniques in routine or non-routine • Possesses a range of professional and technical skills, displays clarity of knowledge and practice in broad range of activities/ tasks. • Project Management Skills. • Skill to clearly identify the relevant tools or sometimes improvise the available tools and techniques; and has advance knowledge of materials in difficult situations and different contexts. • Very good in data collecting organizing information, analysis and communication of results for informed decision making. 	4.5
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	The individual needs to demonstrate good oral and written communication skills whilst working in harmony with the internal and external stakeholders to maintain good customer relationships for maximization of the business. The incumbent needs to have an entrepreneurial and intrapreneurial mindset to build to analyze and interpret the business requirements and implement visual merchandising standards in the routine job to	The individual is required to: <ul style="list-style-type: none"> • Possesses excellent oral and written communication and collaboration skills for clearly taking the vision of the leaders to the shop floor level workforce. • Possesses very good Digital, Financial and Legal Literacy to use them effectively • Has a good understanding the constitutional, humanistic, ethical, and moral values. • Organisation and Time Management • Very good in complex calculations, and mathematical and financial analysis skills for applied solutions. 	4.5

	<p>achieve the expected outcomes in the area of her/ his work.</p> <p>The individual needs to understand the socio-economic conditions of the stakeholders and needs to have the ability to work in diverse environment with diverse individuals who have various different ethnical/ language/ demographical background.</p> <p>The job holder is required to have professional skills required for performing the job, which includes decision making, planning and organizing, customer centricity, analytical thinking, critical thinking and problem solving.</p>	<ul style="list-style-type: none"> Has well informed practical understanding of the social, political and work environment. Exercise self- management within the work contexts. Emotional Intelligence May have an entrepreneurial Mind-set for creating a start-up/ small businesses and its end to end management. 	
Broad Learning Outcomes/Core Skill	<p>The individual is expected to be working closely with the corporate as well as store leadership less or no supervision most of the time. The role holder is expected to demonstrate business acumen whilst ensuring the implementation of the visual merchandising plan received from the corporate/ head office within the store while taking the store leadership in confidence. The individual in this role needs to be an expert in delivering the below as an outcome of his/ her job role –</p> <ul style="list-style-type: none"> Enhance store visibility by implementing attractive visual displays to support store profitability. Comply with store policies, merchandising norms and statutory regulations while executing themes and plots. Collect and analyze data to track the visual impact of promotions and events. Maintain visual merchandising elements in the store as per brand and store guidelines. Update self on industry trends and best practices through continuous learning and innovation Liaise effectively with internal and external stakeholders to effectively implement visual merchandising plans. 	<p>The individual is required to:</p> <ul style="list-style-type: none"> Demonstrates a wide range of specialized professional and technical skill in broad range of activity involving standard and non-standard practices. Apply the acquired specialized knowledge and a range of cognitive and practical skills to accomplish tasks like basic design, prototyping, testing so as to solve problems by selecting appropriate information, methods, tools, and materials. Communication and collaboration skills to act as a layer between the senior management and workforce/ shopfloor. Should be able to listen and understand properly and present complex information in a clear and concise manner. make judgement and take decision, based on the analysis and evaluation of information, for determining solutions to a variety of unpredictable problems associated with the chosen fields of learning, Takes responsibility for the nature and quality of outputs. Is able to work on processes to improve the quality of outputs Can analyze and synthesize ideas Uses discretion and judgement over a range of known and innovative responses to familiar and un-familiar problems and issues. 	4.5
Responsibility	<p>The individual is responsible for completing complex routine tasks without supervision and intervention, however, must be able to demonstrate co-working</p>	<p>The individual is required to:</p> <ul style="list-style-type: none"> Is accountable for determining and achieving personal and /or group tangible outcomes 	4.5

	skills in group / team whilst acquiring mastery on the routine job and tasks.	<ul style="list-style-type: none">• Handles/ adapts/ accommodates change requirements and change management at the ground/ shop floor level.• Team Building• Manages processes and procedures within broad parameters for defined activities.• Supervises the routine work of others, takes the required responsibility for the evaluation and improvement of work or study activities.• Constantly motivates, guides, mentors, and trains the workforce.• At level 5.0 the candidate is a Technical supervisor or junior/ deputy manager.• Is responsible for managing an independent work unit/ shop floor/ section/ business activity/ assignment	
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NSQC Applied

Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 20

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	High Performance Hack Saw Frame	NA	1 pcs per Competitor + 2 pcs additional
2	Glue gun	NA	1 pcs per Competitor + 1 pcs additional
3	Pin Hammer	NA	1 pcs per Competitor
4	Staple Gun 4-8mm	NA	1 pcs per Competitor
5	Box Cutter Knife	NA	1 pcs per Competitor
6	Measuring Tape 5m	NA	1 pcs per Competitor
7	Steel square 400mm	NA	1 pcs per Competitor
8	Quick release Clamp medium	NA	3 pcs per Competitor
9	Wood Handsaw	NA	1 pcs per Competitor
10	Bradawl	NA	1 pcs per Competitor
11	Compact Drill Package (20V)	NA	1 pcs per Competitor + 1 pcs additional
12	Screwdriver Set	NA	1 kits per Competitor
13	Jigsaw Blades	NA	1 kits per Competitor + 1 kits additional
14	Textile rack for fashion	NA	2 pcs per Skill
15	Pencil HB	NA	40 pcs per Skill
16	Protractor	NA	1 pcs per Competitor + 2 pcs additional
17	Plastic Box (small) with Lid	NA	3 pcs per Competitor
18	Air horn	NA	1 pcs per Skill
19	display with extra floor panels, grid in the ceiling and 8 adjustable lights.	NA	1 pcs per 2 Competitors + 1 pcs additional
20	Clothes hanger	NA	1 pcs per Competitor
21	Stainless steel ruler (1000 mm)	NA	1 pcs per Competitor
22	Easels to present the moodboards	NA	1 pcs per Competitor
23	Power connector white with 4 plug ins	NA	2 pcs per Competitor
24	LED GU10 400 lm for adjustable spots	NA	10 pcs per Competitor
25	Double-Sided Adhesive Tape	NA	1 pcs per Competitor
26	Staple Gun Pins (4-8mm)	NA	1 boxes per Competitor

27	Trash bin (10 L)	NA	1 pcs per Competitor + 3 pcs additional
28	<i>Secret item</i>	NA	
29	Jigsaw	NA	1 pcs per Competitor + 1 pcs additional
30	Box Cutter Knife Spare Blades	NA	1 pcs per Competitor
31	Combination Drill bit set 100 pieces	NA	1 boxes per Competitor
32	Plastic Box (large) with Lid for storage accessories	NA	2 pcs per Competitor
33	Plastic Box (large) with Lid for storage accessories	NA	9 per Skill
34	Hole Saw Set 5 Pcs 16-30MM HSS Drill Bit	NA	1 kits per Competitor
35	hack saw blades	NA	1 kits per Competitor + 4 kits additional
36	Stainless steel ruler (300 mm)	NA	1 pcs per Competitor
37	Vacuum	NA	1 pcs per Competitor + 2 pcs additional
38	screen and projector	NA	1 per Skill
39	<i>Secret item</i>	NA	
40	Spirit level 81 cm	NA	1 pcs per Competitor + 1 pcs additional
41	set of pliers	NA	1 per Competitor
42	Metal Handsaw	NA	1 pcs per Competitor
43	Nail (1,8 x 32)	NA	50 pcs per Competitor
44	Hammer	NA	1 pcs per Competitor
45	Glue gun sticks	NA	1 boxes per Competitor
46	Nylon Thread clear transparant	NA	1 pcs per Competitor + 2 pcs additional
47	Cable Tie black	NA	15 pcs per Competitor
48	Metal Wire 0.4 mm	NA	1 pcs per Competitor
49	S Hooks, Stainless Steel set of 5	NA	5 pcs per Competitor
50	Panel Pins	NA	50 pcs per Competitor
51	Super glue	NA	1 pcs per Competitor
52	Cleaning Sponge	NA	1 pcs per Competitor
53	Roll of Cleaning Paper	NA	1 pcs per Competitor
54	Application tape for vinyl	NA	8 m per Skill
55	Spray Bottle with cleaning liquid	NA	1 pcs per Competitor
56	Wood pole	NA	4 pcs per Competitor

57	Foamboard White 5mm	NA	2 pcs per Competitor
58	Felt Squeege	NA	1 pcs per Competitor
59	Window cleaning liquid	NA	1 pcs per Competitor + 10 pcs additional
60	Abrasive Sponge 220	NA	1 pcs per Competitor + 2 pcs additional
61	Roll of cleaning paper	NA	1 pcs per Skill + 3 pcs additional
62	A3 coloured paper (multi pack)	NA	1 pcs per Competitor + 1 pcs additional
63	Staples pin	NA	1 pcs per Skill
64	A3 paper (Black)	NA	15 pcs per Competitor
65	Cutting Mat	NA	1 pcs per Skill
66	Plastic cups to mix paint	NA	20 pcs per Competitor + 40 pcs additional
67	Drywall Screws (20 mm)	NA	50 pcs per Competitor
68	masking tape	NA	1 pcs per Competitor
69	Brush (20 mm)	NA	6 pcs per Competitor
70	Art brush set	NA	1 kits per Competitor
71	Paint roller Small	NA	5 pcs per Competitor
72	Paint roller handle Small	NA	5 pcs per Competitor
73	Painting tray Small	NA	5 pcs per Competitor
74	<i>Secret item</i>	NA	
75	Adhesive Foil Black Mat	NA	10 m per Competitor
76	Adhesive Foil White Mat	NA	10 m per Competitor
77	Adhesive Foil Silver Mat	NA	10 m per Competitor
78	Fashion pins	NA	1 boxes per Competitor
79	Garbage Plastic Bag	NA	40 pcs per Skill
80	Sandpaper 120 grit	NA	5 pcs per Competitor
81	A3 colored paper (multi pack)	NA	1 kits per Skill
82	Glue pva	NA	1 pcs per Competitor
83	Ladder 5 steps	NA	1 pcs per Competitor + 3 pcs additional
84	Drill and bit set	NA	1 pcs per Competitor
84	<i>Secret item</i>	NA	-
85	<i>Secret item</i>	NA	-

86	Secret item	NA	-
87	Secret item	NA	-
88	Secret item	NA	-
89	Secret item	NA	-
90	Secret item	NA	-
91	Secret item	NA	-
92	Secret item	NA	-
93	Secret item	NA	-
94	Secret item	NA	-
95	Secret item	NA	-
96	Secret item	NA	-
97	Secret item	NA	-
98	Secret item	NA	-
99	Secret item	NA	-
100	Secret item	NA	-
101	Secret item	NA	-
102	Secret item	NA	-
103	cutting mat	NA	1 per Competitor
104	set of paint tubes	NA	1 per Competitor
105	Sandpaper 80 grit	NA	1 per Competitor
106	Cable Tie white	NA	15 per Competitor
107	Adhesive Foil Black Mat	NA	10 m per Competitor
108	Network filter with, at least, 3 sockets	NA	3 pcs per Competitor
109	Laptop - Type 1	NA	1 pcs per Skill
110	Mousepad	NA	1 pcs per Skill
111	Network filter with, at least, 3 sockets	NA	1 pcs per Skill
112	Computer - Type 3	NA	1 pcs per Competitor + 1 pcs additional
113	Mousepad	NA	1 pcs per Competitor
114	USB Flash Drive (128 GB)	NA	1 pcs per Competitor
115	Plotter	NA	2 pcs per Skill
116	Color Laser Printer + Scan (A3)	NA	2 pcs per Skill
117	Laptop - Type 1	NA	2 pcs per 5 Competitors
118	Mousepad	NA	2 pcs per 5 Competitors
119	Network filter with, at least, 3 sockets	NA	6 pcs per Skill
120	Laptop - Type 1	NA	1 pcs per Skill

121	Mousepad	NA	1 pcs per Skill
122	TV	NA	1 pcs per Skill
123	Network filter with, at least, 3 sockets	NA	5 pcs per Skill
124	Laptop - Type 1	NA	1 pcs per Skill
125	Mousepad	NA	1 pcs per Skill
126	Network filter with, at least, 3 sockets	NA	5 pcs per Skill
127	USB Flash Drive (128 GB)	NA	1 pcs per Skill + 2 pcs additional
128	Tablet for marking	NA	10 pcs per Skill
129	Acoustic system with 2 wireless microphones	NA	1 pcs per Skill
130	Adobe Photoshop CC	NA	1 pcs per Competitor
131	Adobe Illustrator CC	NA	1 pcs per Competitor
132	Adobe Photoshop CC	NA	4 pcs per Skill
133	Adobe Illustrator CC	NA	4 pcs per Skill
134	Windows OS (11)	NA	1 pcs per Competitor
135	windows OS 11	NA	2 per Skill
136	Table	NA	3 pcs per Skill
137	Chair -Type1 (without wheels)	NA	3 pcs per Skill
138	Locker	NA	1 pcs per Skill
139	Trash bin (15L)	NA	1 pcs per Skill
140	Desk Lamp	NA	1 pcs per Competitor
141	Chair	NA	1 pcs per Competitor
142	Workbench (1500x750x850) - Wood and metal - (Adjustable legs)	NA	1 pcs per Competitor + 2 pcs additional
143	Spotlight (Adjustable) - LED (Warm)	NA	8 pcs per Competitor
144	Shelving	NA	1 pcs per Competitor + 2 pcs additional
145	Brush for cleaning	NA	1 pcs per Competitor
146	Scoop for cleaning	NA	1 pcs per Competitor
147	Chair -Type1 (without wheels)	NA	6 pcs per Skill
148	Table	NA	6 pcs per Skill
149	Workbench (1500x750x850) - Wood and metal - (Adjustable legs)	NA	6 pcs per Skill
150	Table	NA	4 pcs per Skill
151	Portable Sink	NA	3 pcs per Skill

152	Refrigerator	NA	1 pcs per Skill
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153	Water cooler	NA	1 pcs per Skill
154	Brush for cleaning	NA	1 pcs per Skill
155	Scoop for cleaning	NA	1 pcs per Skill
156	Chair -Type1 (without wheels)	NA	2 pcs per Skill
157	Table	NA	2 pcs per Skill
158	Shelving	NA	21 pcs per Skill
159	Plastic Bucket (10-15 Liter)	NA	1 pcs per Competitor
160	Chair -Type1 (without wheels)	NA	54 pcs per Skill
161	Timer	NA	4 pcs per Skill
162	Office Chair	NA	1 pcs per Skill
163	sink (low)	NA	3 pcs per Skill
164	locker for expert, competitor and interpreter	NA	40 per Skill
165	Table	NA	2 per Skill
166	Fire extinguisher (Carbon dioxide)	NA	1 pcs per Skill
167	Fire extinguisher (Carbon dioxide)	NA	1 pcs per Skill
168	Protective Glasses (plastic, transparent)	NA	1 pcs per Competitor
169	Earplugs	NA	4 pcs per Competitor
170	Dust Masks	NA	4 pcs per Competitor
171	Cut and heat Protection Gloves size M	NA	1 pcs per Competitor
172	Gloves disposable	NA	10 pcs per Competitor + 100 pcs additional
173	Liquid Soap Dispenser	NA	4 pcs per Skill
174	Hand Sanitizer	NA	6 per Skill
175	Paper for print A4	NA	1 pcs per 7 Competitors
176	Pen (Blue)	NA	25 pcs per Skill
177	Marker (Red)	NA	10 pcs per Skill
178	Scissors	NA	5 pcs per Skill
179	Paper clips (100 pieces)	NA	2 pcs per Skill
180	Highlighter Set	NA	2 pcs per Skill
181	File for A4 paper format	NA	5 pcs per Skill
182	Scotch tape	NA	1 pcs per Skill
183	Staples pin	NA	5 pcs per Skill
184	Craft Knife	NA	2 pcs per Skill
185	Pencil Sharpener	NA	25 pcs per Skill
186	Precision Knife	NA	1 pcs per Competitor
187	Paper for print A3	NA	1 pcs per 7 Competitors

188	Scotch tape	NA	2 pcs per Competitor
189	Super Glue	NA	1 pcs per Competitor
190	Drawing compass	NA	1 pcs per Competitor
191	Stapler (20 mm)	NA	3 per Skill + 6 additional

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. LCD Projector
2. Desktop / Laptop computer with internet connections
3. white board and white board marker
4. pen & notepad
5. Participant Handbook
6. Faculty Guide
7. Presentation deck

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Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)

Annexure: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2023-24	20	07	10	07	NA	NA
2024-25	120	20	36	15	NA	NA
2025-26	200	40	60	32	NA	NA

Note: Tentative projection for next 3 Years

Data to be provided year-wise for next 3 years.

Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Train ed	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed
1.0	2019-20	-	-	-	-	-	-	-	-	-	-	-	-
1.0	2020-21	-	-	-	-	-	-	-	-	-	-	-	-
2.0	2021-22	-	-	-	-	-	-	-	-	-	-	-	-

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

List Schemes in which the previous version of Qualification was implemented: N.A

Content availability for previous versions of qualifications: N.A

☐ Participant Handbook ☐ Facilitator Guide ☐ Digital Content ☐ Qualification Handbook ☐ Any Other:

Languages in which Content is available: N.A

Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVT “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge	-	-
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	-	-
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners	-	-
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	-	-
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	-	-
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	-	-
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	-	-

Annexure: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
RAS/N0407 Work organization and management	PC1. Follow health and safety standards, rules, and regulations	3	5	-	-
	PC2. Identify and use the appropriate personal protective clothing including safe footwear as required	2	5	-	-
	PC3. Select, use, clean, maintain, and store all tools, paint brushes, and equipment safely/securely	2	6	-	-
	PC4. Select, use materials including mixing paints, effectively/efficiently, and store safely/securely	3	6	-	-
	PC5. Plan, schedule and re-prioritize work as the need arises to meet deadlines	4	8	-	-
	PC6. Work well under pressure to meet the demands of the business	3	7	-	-
	PC7. Maintain safe and ergonomic working practices	2	7	-	-
	PC8. Maintain sustainable working practices	2	7	-	-
	PC9. Keep the working area clean and tidy	4	8	-	-
	PC10. Discard waste ecologically	4	6	-	-
	PC11. Keep up-to-date with fashion, trends, and developments in the industry and society	1	5	-	-
	Total marks	30	70	-	-
RAS/N0408 Communication and interpersonal skills	PC1. Accurately determine the needs and aspirations of target audiences: internal and external customers	4	12	-	-
	PC2. Communicate visually through storytelling and design with the customer	3	8	-	-
	PC3. Build and maintain trust of target audiences: internal and external customers	4	10	-	-
	PC4. Consistently manage effective verbal, and written communications with colleagues	4	10	-	-
	PC5. Listen, reflect, and respond positively and constructively to feedback from colleagues and external customers	4	10	-	-
	PC6. Professionally present ideas, rationale, and designs/displays to colleagues and related departments/professionals	6	10	-	-
	PC7. Reflect on and respond appropriately to questions and ideas from colleagues	5	10	-	-
	Total marks	30	70	-	-
RAS/N0409 Problem solving, innovation, and creativity	PC1. Recognize problems swiftly and follow a self-managed process for resolving	2	8	-	-
	PC2. Pro-actively re-prioritize internal customers' problems as the situation demands	3	7	-	-

	PC3. Recognize the boundaries of own expertise/responsibility and refer to the appropriate colleagues	3	7	-	-
	PC4. Gain inspiration e.g. through reviewing books/magazines/the internet, city/shop visits, films, exhibitions, and professional literature	4	7	-	-
	PC5. Maintain an “open mind” whilst accurately determining the needs of the target audience, internal, and external customer	3	10	-	-
	PC6. Use imagination and inspiration to generate original ideas	4	10	-	-
	PC7. Develop and maintain the confidence “to be different”	3	8		
	PC8. Keep up to date with IT programmes for 2D and 3D design	4	7		
	PC9. Lead changes in design for an organization	4	6		
	Total Marks	30	70	-	-
RAS/N0410 Interpret and research brief	PC1. Conduct research based on lifestyle concepts, trends, and store attributes	2	8	-	-
	PC2. Identify and effectively use research tools e.g. internet	3	7	-	-
	PC3. Research briefs, themes, and products/brands to design unique displays	4	10	-	-
	PC4. Research and develop display ideas to meet client/organizational goals/target market needs and aspirations	5	11	-	-
	PC5. Evaluate current trends in display design, equipment, and materials	4	12	-	-
	PC6. Develop original concepts which clearly meet client/organizational goals/target market needs and aspirations	6	12	-	-
	PC7. Create and professionally present clean, professional mood boards to colleagues, managers, and related departments/professionals to include sketches, images, and colour fabric charts	6	10	-	-
	Total Marks	30	70	-	-
RAS/N0411 Design	PC1. Make 2D and 3D designs, e.g. displays and windows with props and text	3	10	-	-
	PC2. Visualize and accurately ‘translate’ ideas and designs	4	10	-	-
	PC3. Demonstrate brand empathy	6	12	-	-
	PC4. Produce scale drawings by hand and by computer using Photoshop and Illustrator	5	12	-	-
	PC5. Work within the available budgets	5	12	-	-
	PC6. Professionally present visuals to colleagues, managers and related departments/professionals and gain “sign off”	7	14		
	Total Marks	30	70	-	-
RAS/N0412 Implementation	PC1. Select and display merchandise according to their characteristics, interpretation of the original concepts and Briefs	2	3	-	-
	PC2. Present a range of products to include fashion, accessories, tableware, and books	2	3	-	-
	PC3. Collect, present, and support the merchandise to communicate	2	3	-	-

	effectively with the target markets				
	PC4. Handle all merchandise, mannequins, and materials with care including furniture, plinths, and support structures	2	4	-	-
	PC5. Accurately and efficiently plan task breakdowns for installation, including timings	3	4	-	-
	PC6. Select, tint, and paint pure and clean surfaces to decorate walls, fixtures, and panels	3	4	-	-
	PC7. Use different types of materials and tools to measure and cut precisely, and finish display and make sure they are safe and solid to last for the time agreed	3	4	-	-
	PC8. Cover floors and walls with materials as appropriate	1	3	-	-
	PC9. Professionally construct self-designed props, to enhance the theme, support the merchandise and communicate effectively with the target markets and make sure they are safe and solid to last for the time agreed	1	4	-	-
	PC10. Collect and style products, dress, and style mannequins for maximum effect to enhance themes, support the merchandise, and communicate effectively with the target markets by storytelling and styling	1	4	-	-
	PC11. Select and place all products, props, materials, and mannequins in an effective composition in windows or instore displays to enhance themes, support the branding of the merchandise, and communicate effectively with the target markets by storytelling and styling	2	4	-	-
	PC12. Make photographs of the same or similar displays to post on-line together with off- line displays	1	4	-	-
	PC13. Maximize space and layouts of areas to best advantage	1	4	-	-
	PC14. Make creative use of lighting, allocate spotlights, and adjust lighting as required to ensure merchandise is highlighted appropriately on- line and off-line	1	4	-	-
	PC15. Review displays and photography to ensure they are aesthetically pleasing and have the WOW factor	1	4	-	-
	PC16. Evaluate the effectiveness of window displays and photography in supporting the intended merchandise and brands	1	4	-	-
	PC17. Check the final standard of installations for display and photography and ensure they are complete, safe, neat, clean, tidy, and professional	1	4	-	-
	PC18. Ensure displays are finished on time and stay intact for the time agreed	1	3	-	-
	PC19. Analyse feedback and respond appropriately, making suggestions for improvements	1	3	-	-
	Total Marks	30	70	-	-
	Grand Total	180	420	-	-

Annexure: Assessment Strategy

1. The Assessment Strategy and Specification

Theory Assessment

Theory assessments will be Multiple Choice Questions (MCQ) based and will be conducted on digital assessment platform with comprehensive auditable trails.

Practical Assessment

1.1 General guidance

Assessment is governed by the WorldSkills Assessment Strategy. The Strategy establishes the principles and techniques to which WorldSkills assessment and marking must conform.

Expert assessment practice lies at the heart of the WorldSkills Competition. For this reason, it is the subject of continuing professional development and scrutiny. The growth of expertise in assessment will inform the future use and direction of the main assessment instruments used by the WorldSkills Competition: the Marking Scheme, Test Project, and Competition Information System (CIS).

Assessment at the WorldSkills Competition falls into two broad types: Measurement and Judgement. For both types of assessment, the use of explicit benchmarks against which to assess each Aspect is essential to guarantee quality.

The Marking Scheme must follow the weightings within the Standards. The Test Project is the assessment vehicle for the skill competition, and therefore also follows the Standards. The CIS enables the timely and accurate recording of marks; its capacity for scrutiny, support, and feedback is continuously expanding.

The Marking Scheme, in outline, will lead the process of Test Project design. After this, the Marking Scheme and Test Project will be designed, developed, and verified through an iterative process, to ensure that both together optimize their relationship with the Standards and the Assessment Strategy. They will be agreed by the Experts and submitted to WSI for approval together, to demonstrate their quality and conformity with the Standards.

Prior to submission for approval to WSI, the Marking Scheme and Test Project will liaise with the WSI Skill Advisors for quality assurance and to benefit from the capabilities of the CIS.

2. The Marking Scheme

2.1 General guidance

This section describes the role and place of the Marking Scheme, how the Experts will assess Competitors' work as demonstrated through the Test Project, and the procedures and requirements for marking.

The Marking Scheme is the pivotal instrument of the WorldSkills Competition, in that it ties assessment to the standard that represents each skill competition, which itself represents a global occupation. It is designed to allocate marks for each assessed aspect of performance in accordance with the weightings in the Standards.

By reflecting the weightings in the Standards, the Marking Scheme establishes the parameters for the design of the Test Project. Depending on the nature of the skill competition and its assessment needs, it may initially be appropriate to develop the Marking Scheme in more detail as a guide for Test Project design. Alternatively, the initial Test Project design can be based on the outline Marking Scheme. From this point onwards the Marking Scheme and Test Project should be developed together.

Section 2.1 above indicates the extent to which the Marking Scheme and Test Project may diverge from the weightings given in the Standards if there is no practicable alternative.

For integrity and fairness, the Marking Scheme and Test Project are increasingly designed and developed by one or more Independent Test Project Designer(s) with relevant expertise. In these instances, the Marking Scheme and Test Project are unseen by Experts until immediately before the start of the skill competition, or competition module. Where the detailed and final Marking Scheme and Test Project are designed by Experts, they must be approved by the whole Expert group prior to submission for independent validation and quality assurance. Please see the Competition Rules for further details.

Experts and Independent Test Project Designers are required to submit their Marking Schemes and Test Projects for review, verification, and validation well in advance of completion. They are also expected to work with their Skill Advisor, reviewers, and verifiers, throughout the design and development process, for quality assurance and in order to take full advantage of the CIS's features.

In all cases a draft Marking Scheme must be entered into the CIS at least eight weeks prior to the Competition. Skill Advisors actively facilitate this process.

2.2 Assessment Criteria

The main headings of the Marking Scheme are the Assessment Criteria. These headings are derived before, or in conjunction with, the Test Project. In some skill competitions the Assessment Criteria may be similar to the section headings in the Standards; in others they may be different. There will normally be between five and nine Assessment Criteria. Whether or not the headings match, the Marking Scheme as a whole must reflect the weightings in the Standards.

Assessment Criteria are created by the person or people developing the Marking Scheme, who are free to define the Criteria that they consider most suited to the assessment and marking of the Test Project. Each Assessment Criterion is defined by a letter (A-I). **The Assessment Criteria, the allocation of marks, and the assessment methods, should not be set out within the Technical Description. This is because the Criteria, allocation of marks, and assessment methods all depend on the nature of the Marking Scheme and Test Project, which is decided after this Technical Description is published.**

The Mark Summary Form generated will comprise a list of the Assessment Criteria and Sub Criteria.

The marks allocated to each Criterion will be calculated. These will be the cumulative sum of marks given to each Aspect within that Assessment Criterion.

2.3 Sub Criteria

Each Assessment Criterion is divided into one or more Sub Criteria. Each Sub Criterion becomes the heading for a WorldSkills marking form. Each marking form (Sub Criterion) contains Aspects to be assessed and marked by Measurement or Judgement, or both Measurement and Judgement.

Each marking form (Sub Criterion) specifies both the day on which it will be marked, and the identity of the marking team.

2.4 Aspects

Each Aspect defines, in detail, a single item to be assessed and marked, together with the marks, and detailed descriptors or instructions as a guide to marking. Each Aspect is assessed either by Measurement or by Judgement.

The marking form lists, in detail, every Aspect to be marked together with the mark allocated to it. The sum of the marks allocated to each Aspect must fall within the range of marks specified for that section of the Standards. This will be displayed in the Mark Allocation Table of the CIS.

STANDARDS SPECIFICATION SECTION	CRITERIA								TOTAL MARKS PER SECTION	WSSS MARKS PER SECTION	VARIANCE	
		A	B	C	D	E	F	G	H			
	1	5.00								5.00	5.00	0.00
	2		2.00					7.50		9.50	10.00	0.50
	3								11.00	11.00	10.00	1.00
	4			5.00						5.00	5.00	0.00
	5				10.00	10.00	10.00			30.00	30.00	0.00
	6		8.00	5.00				2.50	9.00	24.50	25.00	0.50
	7			10.00				5.00		15.00	15.00	0.00
	TOTAL MARKS	5.00	10.00	20.00	10.00	10.00	10.00	15.00	20.00	100.00	100.00	2.00

2.5 Assessment and marking

There is to be one marking team for each Sub Criterion, whether it is assessed and marked by Judgement, Measurement, or both. The same marking team must assess and mark all Competitors. Where this is impracticable (for example where an action must be done by every Competitor simultaneously, and must be observed doing so), a second tier of assessment and marking will be put in place, with the approval of the Competitions Committee Management Team.

The marking teams must be organized to ensure that there is no compatriot marking in any circumstances.

2.6 Assessment and marking using Judgement.

Judgement uses a scale of 0-3. To apply the scale with rigour and consistency, Judgement must be conducted using:

- benchmarks (criteria) for detailed guidance for each Aspect (in words, images, artefacts, or separate guidance notes). This is documented in the Standards and Assessment Guide.
- the 0-3 scale to indicate:
 - 0: performance below industry standard
 - 1: performance meets industry standard
 - 2: performance meets and, in specific respects, exceeds industry standard
 - 3: performance wholly exceeds industry standard and is judged as excellent

Three Experts will judge each Aspect, normally simultaneously, and record their scores. A fourth Expert coordinates and supervises the scoring and checks their validity. They also act as a judge when required to prevent compatriot marking.

2.7 Assessment and marking using Measurement.

Normally three Experts will be used to assess each Aspect, with a fourth Expert supervising. In some circumstances the team may organize itself as two pairs, for dual marking. Unless otherwise stated, only the maximum mark or zero will be awarded. Where they are used, the benchmarks for awarding partial marks will be clearly defined within the Aspect. To avoid errors in calculation or transmission, the CIS provides a large number of automated calculation options, the use of which is mandated.

2.8 The use of Measurement and Judgement

Decisions regarding the choice of criteria and assessment methods will be made during the design of the competition through the Marking Scheme and Test Project.

2.9 Skill assessment strategy and procedures

WorldSkills is committed to continuous improvement including reviewing past limitations and building on good practice. The following skill assessment strategy and procedures for this skill competition take this into account and explain how the marking process will be managed.

Competitors are split into two groups, group A and group B, Competitors will get a workstation number and A or B group by lottery on Familiarization Day.

Group A

	Day 1	Day 2	Day 3	Day 4
	Module 1	Module 1	Module 2	Module 2
First hour	Read clientbrief Q&A and start	Make/install	Read client briefQ&A and start	Design/Make/ install
Secondhour	Make/install	Make/install	Design/Make/ install	Design/Make/ install
Day 1		Day 2	Day 3	Day 4
Third hour	Make/install	Make/install	Design/Make/ install	Design/Make/ install
Fourth hour	Make/install	Assessment	Design/Make/ install	Design/Make/ install
Fifth hour	Make/install		Design/Make/ install	Assessment
Sixth hour	Make/install		Design/Make/ install	
Seventh hour	Make/install		Design/Make/ install	

Group B

	Day 1	Day 2	Day 3	Day 4
	Module 2	Module 2	Module 1	Module 1
First hour	Read client brief Q&A and start	Design/Make/ install	Read clientbrief Q&A and start	Make/install
Secondhour	Design/Make/ install	Design/Make/ install	Make/install	Make/install
Third hour	Design/Make/ install	Design/Make/ install	Make/install	Make/install
Fourth hour	Design/Make/ install	Assessment	Make/install	Make/install
Fifth hour	Design/Make/ install		Make/install	Assessment
Sixth hour	Design/Make/ install		Make/install	
Seventhhour	Design/Make/ install		Make/install	

Annexure: Acronym and Glossary

Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

Glossary

Term	Description
National Occupational Standards (NOS)	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
Qualification File	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf

NSQF