

Revised Application Documentation: Revision made by NSDA_25 May 2015

QUALIFICATION FILE – CONTACT DETAILS OF SUBMITTING BODY

Name and address of submitting body:

Retailers Association's Skill Council of India (RASCI)
703-704, Sagar Tech Plaza - A,
Andheri-Kurla Road,
Sakinaka Junction, Sakinaka,
Andheri (E), Mumbai-400 072

Name and contact details of individual dealing with the submission

Name: James A. Raphael

Position in the organisation: Chief Operating Officer & Sr. Vice President

Address if different from above

Same as above.

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List of documents submitted in support of the Qualifications File

1. Sector Profiling
2. Occupational Map
3. Validation of Occupational Standards by Industry
4. Approval of QRC
5. Putting up the Occupational Standards in public view and declaration of Standard as NOS
6. Progression matrix
7. Protocol for Affiliation of Assessment Bodies and Assessment Framework
8. List of Companies which participated in the NOS development process including validation

QUALIFICATION FILE SUMMARY

Qualification Title	Departmental Manager		
Body/bodies which will assess candidates	RASCI affiliated Assessment Agency		
Body/bodies which will award the certificate for the qualification.	RASCI		
Body which will accredit providers to offer the qualification.	RASCI		
Occupation(s) to which the qualification gives access	Store Operation		
Proposed level of the qualification in the NSQF.	6 (Level six)		
Anticipated volume of training/learning required to complete the qualification.	350 hours		
Entry requirements / recommendations.	12th Standard Pass		
Progression from the qualification.	Store Manager		
Planned arrangements for RPL.	RPL arrangements and policies are under development		
International Comparability	Service Skill Australia (Code: SIR40212)		
Formal structure of the qualification			
Title of unit or other component (include any identification code used)	Mandatory/Optional	Estimated size (learning hours)	Level
RAS / N0139 Plan visual merchandise	Mandatory	350 hrs	6
RAS / N0140 Establish and satisfy customer needs			
RAS / N0141 Monitor and manage store performance			
RAS / N0142 Provide leadership for your team			
RAS / N0143 Build and manage store team			
RAS / N0131 Allocate and check work in your team			
RAS / N0144 Develop individual retail service opportunities			
RAS / N0145 Communicate effectively with stake-holders			
RAS / N0122 Help maintain healthy and safety			
RAS / N0137 To work effectively in your team			
RAS / N0138 To work effectively in your organisation			
RAS / N0151 Manage a budget			

Please attach any document giving further detail about the structure of the qualification – eg a Curriculum or Qualification Pack.

Give details of the document here:

SECTION 1

ASSESSMENT

Name of assessment body:

If there will be more than one assessment body for this qualification, give details.

1. **Integrated Learning Solutions Pvt Ltd / Shoebox**
2. **Anant Learning & Development Pvt. Ltd.**
3. **Simplex Solutions**
4. **Assess People**
5. **Global Success Foundation**
6. **Edusharp Finishing School Private Limited**
7. **C&K Management Limited**
8. **Our Helping Hand**
9. **Trendsetters Skill Assessors Pvt Ltd**
10. **Independent Qualitative Assessors Guild - IQAG**
11. **Induslynk Training Services Pvt Ltd / Mettl**
12. **Sanskriti Skills Pvt Ltd**
13. **NSEiT**
14. **Virtual Education Trust**
15. **Test4India**
16. **Technable Solutions Pvt Ltd**
17. **Navriti Technologies**
18. **CoCubes Technologies Pvt Ltd**
19. **Exon Solutions Pvt Ltd.**
20. **Qustn Technologies Pvt Ltd.**
21. **Creaominds Technologies Pvt Ltd**
22. **Ayes Infotech Pvt Ltd**
23. **Grade Zone**
24. **Multi Skills Assessment Guild (MSAG)**
25. **India Skills Pvt Ltd**
26. **TalentBridge Technologies Pvt Ltd**
27. **Castle Rock Educational Society**
28. **Skill Training Assessment Management Partners (STAMP)**
29. **Eduworld Consultants Pvt Ltd**
30. **Corporate Star Consultants**
31. **Skills Mantra Edutech Consulting India Pvt Ltd**
32. **Federation of Indian Women Entrepreneurs**
33. **Ajoooni Skills India Pvt Ltd**
34. **Avanti Bai Lodhi Society**
35. **Mahatma Gandhi University**

Will the assessment body be responsible for RPL assessment?

Give details of how RPL assessment for the qualification will be carried out and quality assured.

RPL will be based on the same approved Qualification Pack and Assessment Criteria mentioned in the Qualification Pack.

The process of RPL assessment is under development.

Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, consistent and fair and show that these are in line with the requirements of the NSQF:

The emphasis is on practical demonstration of skills and knowledge based on the performance

criteria. The assessment papers are developed by Subject Matter Experts (SME) available with the Assessment Agency as per the performance and assessment criteria mentioned in the Qualification Pack. The assessments papers are also checked for the various outcome based parameters such as quality, time taken, precision, tools & equipment requirement etc. The assessment sets are then reviewed by RASCI official for consistency.

The assessment results are backed by evidences collected by assessors.

- 1 The assessor needs to collect a copy of the attendance for the training done under the scheme. The attendance sheets are signed and stamped by the In charge / Head of the Training Centre.
- 2 The assessor needs to verify the authenticity of the candidate by checking the photo ID card issued by the institute as well as any one Photo ID card issued by the Central/Government. The same needs to be mentioned in the attendance sheet. In case of suspicion, the assessor should authenticate and cross verify trainee's credentials in the enrolment form.
- 3 The assessor needs to punch the trainee's roll number on all the test pieces.
- 4 The assessor can take a photograph of all the students along with the assessor standing in the middle and with the centre name/banner at the back as evidence.
- 5 The assessor also needs to carry a photo ID card.

The assessment agencies are 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.

Please attach any documents giving further information about assessment and/or RPL.

Give details of the document(s) here:

ASSESSMENT EVIDENCE

Complete the following grid for each grouping of NOS, assessment unit or other component as per the assessment criteria. Insert the required number of rows.

CRITERIA FOR ASSESSMENT OF TRAINEES

Departmental Manager

RAS/Q0106

Retailers Association's Skill Council of India (RASCI)

Guidelines for Assessment

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 proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5. To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS.
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

Assessable Outcomes	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
RAS / N0139 To plan visual merchandising	PC1. Identify the purpose, content and style of the display.	100	10	5	5
	PC2. Identify the equipment, materials, merchandise and props you need to create and install the display and the dates for completing it.		10	5	5
	PC3. Evaluate whether the place you plan to put the display is likely to fulfil the design brief.		10	5	5
	PC4. Create new and effective ways of improving the visual effect of displays, within the limits of the design brief, the company's visual design policies and the authority you have.		15	7.5	7.5
	PC1. Confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention.		10	5	5
	PC2. Identify other merchandise and props when those originally specified are not available or not suitable, and agree your selections with the right person.		15	7.5	7.5
	PC3. Agree arrangements for delivery of merchandise and props with the right people, allowing enough time for deliveries to arrive before the display must be installed.		10	5	5
	PC4. Check the progress of deliveries and take suitable action if delays seem likely.		10	5	5
	PC5. Update stock records to account for merchandise on display		10	5	5
	Total			100	50
RAS / N0140 To establish and satisfy	PC1. Stay alert to, and make unobtrusive observations about, customer choices and movements within the store	100	10	5	5

Assessable Outcomes customer needs	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	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		10	5	5
	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		10	5	5
	PC4. Confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections		10	5	5
	PC1. Extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice		10	5	5
	PC2. Provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions		10	5	5
	PC3. Enable customers to make choices appropriate with their product, supplies and brand preferences and complete their basket of purchases		10	5	5
	PC4. Where allowed, by store or business policy, advise the customer to sample the product or supplies in the course of the purchase decision		10	5	5
	PC5. Maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas		10	5	5
	PC6. Ensuring that customers fulfil their purchase process smoothly from start to billing by minimizing waiting times at different stages of the process		10	5	5
	Total		100	50	50
RAS / N0141 To monitor and manage store performance	PC1. Monitor retail operations against targets	100	20	10	10
	PC2. Check that the quality of the products and customer service are maintained		20	10	10
	PC3. Adapt allocation of work activities to meet changing priorities and targets		20	10	10
	PC4. Report factors influencing effectiveness which are outside your own area of responsibility to the relevant people		20	10	10
	PC5. Make recommendations to improve retail operations to relevant people		20	10	10
	Total		100	50	50
RAS / N0142 To provide leadership for your team	PC1. Set out and positively communicate the purpose and objectives of the store business to all store team members	100	10	5	5
	PC2. Involve key store team members in planning how the team will achieve store business objectives		10	5	5
	PC3. Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead		5	2.5	2.5
	PC4. Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the store business's objectives		10	5	5

Assessable Outcomes	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	PC5. Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved		10	5	5
	PC6. Win, through your performance, the trust and support of the team for your leadership		10	5	5
	PC7. Steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team		10	5	5
	PC8. Encourage and recognize creativity and innovation within the team		10	5	5
	PC9. Give team members support and advice when they need it especially if and during periods when the store business is below set goals		5	2.5	2.5
	PC10. Motivate team members to present their own ideas and listen to what they say		10	5	5
	PC11. Monitor activities and progress across the store team without interfering		10	5	5
	Total		100	50	50
RAS / N0143 To build and manage store team	PC1. Clearly articulate the purpose of the store business and the team – what it has to achieve, and why a team rather than an individual approach is required	100	10	5	5
	PC2. Identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose		5	2.5	2.5
	PC3. Identify store team members' expertise, knowledge, skills and attitudes and agree their particular roles within the team		10	5	5
	PC4. Use team selection and development processes to develop any expertise, knowledge, skills and attitudes lacking in the team		5	2.5	2.5
	PC5. Agree with team members the behaviours that are likely to help the achievement of the team purpose and those that should be avoided because they are likely to hinder progress		10	5	5
	PC6. Help team members understand their unique contribution to the team and to the store business, the contributions expected of fellow team members and how these complement and support each other		10	5	5
	PC7. Provide opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust		10	5	5
	PC8. Allow time for the team to develop through its stages of growth		5	2.5	2.5
	PC9. Help the team seize opportunities presented by changes in the team composition and support the introduction of new team members		5	2.5	2.5
	PC10. Encourage team members to share problems with each other and solve these creatively together		5	2.5	2.5
	PC11. Encourage open communication between team members, including providing feedback designed to enhance the performance of fellow team members and the team as a whole		10	5	5
	PC12. Review the performance of the team at appropriate points and evaluate how well its		5	2.5	2.5

Assessable Outcomes	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	purpose is being achieved				
	PC13. Celebrate team and individual successes together, and acknowledge when things go wrong, before refocusing the team's energy on achieving its purpose		5	2.5	2.5
	PC14. Disband the team if and when its purpose has been achieved and it is no longer required for other purposes		5	2.5	2.5
	Total		100	50	50
RAS / N0131 To allocate and check work in your team	PC1. Use information collected on the performance of team members in any formal appraisal of performance.	100	10	5	5
	PC2. Recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager.		10	5	5
	PC3. Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.		5	2.5	2.5
	PC4. Monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.		10	5	5
	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.		10	5	5
	PC6. Support team members in identifying and dealing with problems and unforeseen events.		5	2.5	2.5
	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.		10	5	5
	PC8. Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.		5	2.5	2.5
	PC9. Recognise and seek to find out about 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 maximise productivity.		10	5	5
	PC10. Brief team members on the work they have been allocated and the standard or level of expected performance.		5	2.5	2.5
	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.		5	2.5	2.5
	PC12. Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources.		5	2.5	2.5
	Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.		10	5	5
Total		100	50	50	
RAS / N0144 To develop	PC1. Identify the types of client who would benefit from your service and whose custom would help you	100	5	2.5	2.5

Assessable Outcomes	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
individual retail service opportunities	achieve your sales targets	100			
	PC2. suggest ideas for building the client base that are suitable for the client profiles and achievable bearing in mind the budget and time available and company image and policy		10	5	5
	PC3. Follow company policies and procedures for building the client base		5	2.5	2.5
	PC4. Review your progress against your plans at suitable intervals		5	2.5	2.5
	PC5. Recognize whether you are achieving the results you need and adjusting your plans when necessary		10	5	5
	PC6. Give your manager clear and accurate reports of your progress at the agreed times		5	2.5	2.5
	PC1. Spot suitable opportunities to approach potential clients		10	5	5
	PC2. Approach potential clients in a way that projects your company's image effectively and is likely to help create a business relationship		10	5	5
	PC3. Quickly create a rapport with potential clients		5	2.5	2.5
	PC4. Talk to potential clients in a persuasive way about your services		10	5	5
	PC5. Compare your service with competitors' services in ways that make clear the advantages of your service while being honest and fair		5	2.5	2.5
	PC6. Exchange relevant information with potential clients when appropriate		5	2.5	2.5
	PC7. Record client information promptly, accurately and in a way that allows you to use the information effectively		5	2.5	2.5
	PC8. Store and use client information in line with data protection laws and company policy		5	2.5	2.5
	PC9. When it is not possible to keep promises to potential clients, tell them promptly and offer any other suitable information or help		5	2.5	2.5
			Total		100
RAS / N0145 To communicate effectively with stake- holders	PC1. Pass on written information only to those people authorised to receive it and within agreed timescales	100	4	2	2
	PC2. Keep the information in written documents as required by your organization;		4	2	2
	PC3. Maintain the communication mediums in line your instructions and organisation's procedures		4	2	2
	PC4. Make sure the communication equipment you use is working properly, take corrective action as required		4	2	2
	PC5. Acknowledge incoming communication promptly and clearly, using appropriate terminology		4	2	2
	PC6. Pass on information to persons who require it within agreed timescales		4	2	2
	PC7. Check to ensure that the information you give is understood by the receivers		4	2	2
	PC8. Take prompt and effective action when there is difficulty in transmission or reception of information		4	2	2
	PC1. Accurately interpret and act upon		4	2	2

Assessable Outcomes	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	instructions that you receive				
	PC2. Make sure you get clarifications when you need to		4	2	2
	PC3. Consult with and help your team members to maximise efficiency in carrying out tasks		4	2	2
	PC4. Give instructions to others clearly, at a pace and in a manner that helps them to understand		4	2	2
	PC5. Listen actively and identify the most important things that customers are saying		4	2	2
	PC6. Identify the most important things that customers are telling you		4	2	2
	PC7. Summarize information for customers		4	2	2
	PC8. Use appropriate body language when communicating with customers		4	2	2
	PC9. Read your customers' body language to help you understand their feelings and wishes		2	1	1
	PC10. Deal with customers in a respectful, helpful and professional way at all times		4	2	2
	PC11. Help to give good customer service by passing messages to colleagues		4	2	2
	PC1. Understand the roles and responsibilities of the different people you will be working with		4	2	2
	PC2. Agree and record arrangements for joint working that are appropriate and effective		2	1	1
	PC3. Agree to the information sharing timing, reasons and confidentiality		4	2	2
	PC4. Discuss on how and when the joint work will be monitored and reviewed		2	1	1
	PC5. Undertake your role in the joint working in a way that is consistent with agreements made, your own job role and relevant policies and standards		4	2	2
	PC6. Represent your agency's views and policies in a clear and constructive way		2	1	1
	PC7. Identify any tensions and issues in the joint working and seek to address them with the people involved		4	2	2
	PC8. Seek appropriate support when you are having difficulty working effectively with staff in other agencies		4	2	2
	Total		100	50	50
RAS / N0122 To help maintain healthy and safety	PC1. Follow company procedures and legal requirements for dealing with accidents and emergencies.	100	10	5	5
	PC2. Speak and behave in a calm way while dealing with accidents and emergencies.		15	7.5	7.5
	PC3. Report accidents and emergencies promptly, accurately and to the right person.		10	5	5
	PC4. Recognise when evacuation procedures have been started and following company procedures for evacuation		15	7.5	7.5
	PC1. Follow the health and safety requirements laid down by your company and by law, and encourage colleagues to do the same.		15	7.5	7.5
	PC2. Promptly take the approved action to deal with risks if you are authorised to do so.		15	7.5	7.5
	PC3. If you do not have authority to deal with risks, report them promptly to the right person.		10	5	5

Assessable Outcomes	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	PC4. Use equipment and materials in line with the manufacturer's instructions		10	5	5
	Total		100	50	50
RAS / N0137 To work effectively in your team	PC1. Display courteous and helpful behaviour at all times.	100	10	5	5
	PC2. Take opportunities to enhance the level of assistance offered to colleagues		5	2.5	2.5
	PC3. Meet all reasonable requests for assistance within acceptable workplace timeframes		5	2.5	2.5
	PC4. Complete allocated tasks as required.		5	2.5	2.5
	PC5. Seek assistance when difficulties arise		5	2.5	2.5
	PC6. Use questioning techniques to clarify instructions or responsibilities.		10	5	5
	PC7. Identify and display a non-discriminatory attitude in all contacts with customers and other staff members		5	2.5	2.5
	PC1. Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact.		10	5	5
	PC2. Follow personal hygiene procedures according to organisational policy and relevant legislation		5	2.5	2.5
	PC1. Interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task.		5	2.5	2.5
	PC2. Interpret, confirm and act on legal requirements in regard to anti-discrimination, sexual harassment and bullying.		5	2.5	2.5
	PC3. Ask questions to seek and clarify workplace information.		10	5	5
	PC4. Plan and organise daily work routine within the scope of the job role.		5	2.5	2.5
	PC5. Prioritise and complete tasks according to required timeframes.		10	5	5
	PC6. Identify work and personal priorities and achieve a balance between competing priorities		5	2.5	2.5
Total		100	50	50	
RAS / N0138 To work effectively in your organisation	PC1. Share work fairly with colleagues, taking account of your own and others' preferences, skills and time available.	100	5	2.5	2.5
	PC2. Make realistic commitments to colleagues and do what you have promised you will do.		5	2.5	2.5
	PC3. Let colleagues know promptly if you will not be able to do what you have promised and suggest suitable alternatives.		5	2.5	2.5
	PC4. Encourage and support colleagues when working conditions are difficult.		5	2.5	2.5
	PC5. Encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect.		5	2.5	2.5
	PC6. Follow the company's health and safety procedures as you work		5	2.5	2.5
	PC1. Discuss and agree with the right people goals that are relevant, realistic and clear.		5	2.5	2.5
	PC2. Identify the knowledge and skills you will need to achieve your goals.		5	2.5	2.5
	PC3. Agree action points and deadlines that are realistic, taking account of your past learning		5	2.5	2.5

Assessable Outcomes	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	experiences and the time and resources available for learning.				
	PC4. Regularly check your progress and, when necessary, change the way you work.		5	2.5	2.5
	PC5. Ask for feedback on your progress from those in a position to give it, and use their feedback to improve your performance		10	5	5
	PC1. Encourage colleagues to ask you for work-related information or advice that you are likely to be able to provide.		5	2.5	2.5
	PC2. Notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice.		5	2.5	2.5
	PC3. Give clear, accurate and relevant information and advice relating to tasks and procedures.		5	2.5	2.5
	PC4. Explain and demonstrate procedures clearly, accurately and in a logical sequence.		5	2.5	2.5
	PC5. Encourage colleagues to ask questions if they don't understand the information and advice you give them.		5	2.5	2.5
	PC6. Give colleagues opportunities to practise new skills, and give constructive feedback.		5	2.5	2.5
	PC7. Check that health, safety and security are not compromised when you are helping others to learn.		5	2.5	2.5
	PC8. Check that health, safety and security are not compromised when you are helping others to learn.		5	2.5	2.5
	Total		100	50	50

SECTION 2

EVIDENCE OF NEED

What evidence is there that the qualification is needed?

Feedback from industry was collected with respect to roles for which qualification packs development was to be prioritized.

What is the estimated uptake of this qualification and what is the basis of this estimate?

- Skills Gap analysis Reports for industry demand
- Training duration and current and potential capacity envisaged for potential supply
- An LMIS development initiative is being put in place to be more precise regarding the demand and supply

What steps were taken to ensure that the qualification(s) does/do not duplicate already existing or planned qualifications in the NSQF?

- NSDC list of Approved and Under-Development QPs was checked prior to commissioning the work
- NSDC QRC team also confirmed the same

What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated?

- Feedback from the Industry and Industry Association
- Recommendation and suggestions from the Industry Player and Industry Association

Please attach any documents giving further information about any of the topics above.
Give details of the document(s) here:

SECTION 3

SUMMARY EVIDENCE OF LEVEL

Summary of Direct Evidence:

Justify the NSQF level allocated to the QP by building upon the five descriptors of NSQF. Explain the reasons for allocating the level to the QP.

Generic NOS is/are linked to the overall authority attached to the job role.

Departmental Manager - RAS/Q0106					
Process Required	Professional Knowledge	Professional Skill	Core Skill	Responsibility	Level
<p>Job holders will carry out a broad range of work which requires wide ranging specialised theoretical and practical skills to guide to plan and execute visual merchandising as per current and future requirement and also considering influencers like competition, budget; sympathise and understand the unsaid requirement of the big-ticket/key client and provide guide/aid client to take informed decision with a motive of attaining customer satisfaction, therefore this is pegged at level 6.</p>	<p>Job holder should be able to source resources to build and manage team along with identifying and putting together team members; guide and lead the teams to achieve the objective and also nourish/enable team leader to lead the team more effectively; to monitor and manage concern department / vertical performance within the store and continuously improvise plan to achieve the target/objective, therefore this is pegged at level 6.</p>	<p>Job holders will be expected to make choices about the best procedures / communication to adopt to address problems in the way and conduct themselves in ways which show a basic understanding of the social and political environment; respect the different social and religious backgrounds of their fellow workers along with providing good contribution to the team via motivation and leadership and to guide team to carry out all assigned responsibilities safely and securely and to use hygienic and environmentally friendly practices in ways which show an understanding of environmental issues. This means that they will be</p>	<p>Job holder will be responsible for management of various budgets like marketing, in-store promotion and similar others via both standard and non-standard practices; to understand capability and consider past performance of the team and accordingly allocate responsibilities and check on the progress of the same, they should be able to guide / lead teams on work within their capability, therefore this is pegged at level 6.</p>	<p>Job holder will require the use of both standard and non-standard practices to carry out broad range of work which require a wide range of specialised technical skills backed by clear factual and theoretical knowledge. Job holders will be responsible for the completion of their own work and expected to learn and improve self and team performance on the job. They are likely to have full responsibility for others' work and learning.</p> <p>Jobholder is majorly engaged in the achieving objective of the department/vertical via team-building process which justifies the pegging of the QP at level 6 and not directly responsible of various team/vertical/depar</p>	6

		expected to take responsibility for their own health and safety and that of fellow workers and, where appropriate, customers; therefore this is pegged at level 6.		tment which is a requirement for Level 7. In his routine activity he is free from direct guidance and involvement with mundane activities which is a requirement of level 5	
Level 6	Level 6	Level 6	Level 6	Level 6	

OTHER EVIDENCE OF LEVEL [This need only be filled in where evidence other than primary outcomes was used to allocate a level] **(Optional)**

Summary of other evidence (if used):

SECTION 4

EVIDENCE OF RECOGNITION OR PROGRESSION

What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?

[Horizontal and vertical mobility options are available.](#)

Please attach any documents giving further information about any of the topics above.

Give details of the document(s) here: