

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.

Tel number(s): +91 22 40058210-5

E-mail address: james.rafael@rasci.in

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	Team Leader		
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.	5 (Level five)		
Anticipated volume of training/learning required to complete the qualification.	350 hours		
Entry requirements / recommendations.	11th Standard Pass		
Progression from the qualification.	Departmental Manager		
Planned arrangements for RPL.	RPL arrangements and policies are under development		
International Comparability	Service Skill Australia (Code: SIR30312)		
Formal structure of the qualification			
Title of unit or other component (include any identification code used)	Mandatory/ Optional	Estimated size (learning hours)	Level
RAS / N0146 To organize the display of products at the store RAS / N0139 To plan visual merchandising RAS / N0140 To establish and satisfy customer needs RAS / N0147 To process the sale of products RAS / N0148 To maintain the availability of goods for sale to customers RAS / N0131 To allocate and check work in your team RAS / N0150 To monitor and solve customer service problems RAS / N0145 To communicate effectively with stakeholders RAS / N0122 To help maintain healthy and safety RAS / N0137 To work effectively in your team RAS / N0138 To work effectively in your organization	Mandatory	350 hrs	5

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

Team Leader

RAS/Q0105

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 / N0146 To organize the display of products at the store	PC1. Comply with health, safety and hygiene requirements and wear the correct personal protective clothing and equipment throughout the process.	100	5	2.5	2.5
	PC2. Check whether the display area, equipment and accessories are clean and take prompt action on finding any problems.		5	2.5	2.5
	PC3. Assemble and check products and additional materials and prepare them for use.		5	2.5	2.5
	PC4. Review the products available for display, estimate the quantities required and select those products which are most suitable with regard to shelf life, demand, appeal and promotional requirements.		10	5	5
	PC.5 Prepare the display to ensure maximum appeal and to comply with product safety requirements		5	2.5	2.5
	PC1. Confirm requirements for labelling of products with the relevant people.		5	2.5	2.5
	PC2. Confirm label information is correct and conforms to legal and standard operational requirements, with the relevant people.		5	2.5	2.5
	PC3. Position labels for products correctly.		10	5	5
	PC4. Ensure that labels are legible, visible to customers, and securely positioned in the correct place		5	2.5	2.5
	PC1. Check and take steps to ensure that the display area always meets the requirement of hygiene, safety and saleability.		5	2.5	2.5
	PC2. Transfer products safely to the display area according to instructions and specifications.		5	2.5	2.5
	PC3. Arrange and promptly replace products and additional materials in a way this is attractive to customers and meets the requirements of hygiene and		10	5	5

Assessable Outcomes	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	safety.				
	PC4. Where product is not available, you reposition and reorganize the position of products and accessories to maintain presentation and to meet trading conditions.		5	2.5	2.5
	PC5. Monitor displays according to instructions and specifications.		10	5	5
	PC6. Carry out any emergency cleaning procedures promptly when required.		5	2.5	2.5
	PC7. Take prompt action to address any product or display related problem		5	2.5	2.5
	Total		100	50	50
RAS / N0147 To process the sale of products	PC1. Confirm prices of product and supplies with customers and ensure customers are agreeable to the pricing, terms and the department's business policies.	100	15	7.5	7.5
	PC2. Confirm that customer is aware and agreeable to the modes of payment available at the department		15	7.5	7.5
	PC3. Process payment or credit in line with business policies and ensure accurate accounting of units of purchased product or supplies and the payments and credits processed.		15	7.5	7.5
	PC4. Ensure safe handling and movement of product and supplies off the racks and through to billing counters.		15	7.5	7.5
	PC5. Ensure appropriate and accurate processing and safe storage of payments, vouchers, records and receipts.		15	7.5	7.5
	PC6. Ensure proper functioning of departmental processes that lead to a sale and alert appropriate persons in case of a process malfunction or process failure.		10	5	5
	PC7. Conclude dealing with customers with appropriate and prescribed mannerisms		15	7.5	7.5
	Total			100	50
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

Assessable Outcomes	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	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	50
RAS / N0140 To establish and satisfy customer needs	PC1. Stay alert to, and make unobtrusive observations about, customer choices and movements within the store	100	10	5	5
	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 / N0148 To maintain the availability of goods for sale to customers	PC1. Confirm the purchase of the display and any relevant requirements and standards and , where necessary , check them with the appropriate authority	100	4	2	2
	PC2. Clearly explain to staff the purpose of the display and any relevant requirements and standards		4	2	2
	PC3. Check that staff prepare the display area and put the display together in a way that causes the least inconvenience to customers		4	2	2
	PC4. Provide constructive feedback to staff on their performance		4	2	2
	PC5. Provide opportunities for staff to check they understand the requirements and standards of the display		4	2	2
	PC6. Check that the assembled display conforms to company requirements and standards		4	2	2
	PC7. Obtain permission from the appropriate authority to modify or change the display		4	2	2

Assessable Outcomes	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	PC8. Monitor that information has been placed accurately and legally, and is chosen and positioned to promote sales effectively		4	2	2
	PC9. Keep complete , accurate and up- to- date records of displays		4	2	2
	PC1. Identity what standards the display should meet		4	2	2
	PC2. Check displays against all the relevant standards to decide how effective they are		4	2	2
	PC3. Encourage staff to make helpful comments and identify changes that may make the display more appealing to customers		4	2	2
	PC4. Ask the right person for permission to make any changes that you cannot authorize yourself		4	2	2
	PC5. Give staff clear instructions and encouragement so that they can make any changes needed to the display		4	2	2
	PC6.Take prompt and suitable action to deal with any risks to security or health and safety that your assessment has revealed		4	2	2
	PC1. Collect and record accurate information on price changes		4	2	2
	PC2. Give accurate, up-to-date price information to the staff who need it		4	2	2
	PC3. Regularly check price marking and promptly sort out any pricing problems you spot		4	2	2
	PC4. Make sure that stock replenishment plans are up-to-date and realistic		4	2	2
	PC5. Deal with out of date or deteriorating stock in line with company policy and any relevant laws		4	2	2
	PC6. Involve staff in spotting potential improvements to the way stock is organised and presented		4	2	2
	PC7. Spot realistic and effective ways of improving how stock is organised and presented		8	4	4
	PC8. Get permission from the right person ,where necessary, to improve the way stock is organised and presented		4	2	2
	PC9.Make sure that you maintain customer goodwill and staff morale while stock is being reorganised		4	2	2
	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.		5	2.5	2.5
	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

Assessable Outcomes	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	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.		10	5	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.		5	2.5	2.5
	PC10. Brief team members on the work they have been allocated and the standard or level of expected performance.		10	5	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
	PC13. 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 / 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 instructions that you receive		4	2	2
	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		4	2	2

Assessable Outcomes	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	communicating with customers				
	PC9. Read your customers' body language to help you understand their feelings and wishes		4	2	2
	PC10. Deal with customers in a respectful, helpful and professional way at all times		2	1	1
	PC11.Help to give good customer service by passing messages to colleagues		2	1	1
	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		4	2	2
	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		4	2	2
	PC7. Identify any tensions and issues in the joint working and seek to address them with the people involved		2	1	1
	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	15	7.5	7.5
	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		10	5	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.		10	5	5
	PC3. If you do not have authority to deal with risks, report them promptly to the right person.		15	7.5	7.5
	PC4. Use equipment and materials in line with the manufacturer's instructions.		10	5	5
	Total			100	50
RAS / N0150 To monitor and solve customer service problems	PC1. Respond positively to customer service problems following organisational guidelines	100	10	5	5
	PC2. Solve customer service problems when you have sufficient authority		5	2.5	2.5
	PC3. Work with others to solve customer service problems		10	5	5
	PC4. Keep customers informed of the actions being taken		5	2.5	2.5
	PC5. Checking if the customers are comfortable with the actions taken		5	2.5	2.5
	PC6. Solve problems with service system and		10	5	5

Assessable Outcomes	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	procedures				
	PC7.Inform co-workers of the steps taken to solve specific problems		5	2.5	2.5
	PC1. Identify repeated customer service problems		10	5	5
	PC2.Identify advantages and disadvantages of options for dealing with problems		5	2.5	2.5
	PC3.Selecting the best option ,balancing customers' needs and needs of organisation		5	2.5	2.5
	PC1.Obtain approval from sufficient authority to change guidelines to reduce a problem		10	5	5
	PC2.Action your agreed solution		5	2.5	2.5
	PC3.Keeping customers positively involved in steps taken to solve problem		10	5	5
	PC4. Monitor and adjust changes made		5	2.5	2.5
	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		10	5	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.		5	2.5	2.5
	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.		10	5	5
	PC3. Ask questions to seek and clarify workplace information.		5	2.5	2.5
	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.		5	2.5	2.5
	PC6.Identify work and personal priorities and achieve a balance between competing priorities		10	5	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		5	2.5	2.5

Assessable Outcomes	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	conditions are difficult.				
	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 experiences and the time and resources available for learning.		5	2.5	2.5
	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.

Team Leader - RAS/Q0105					
Process Required	Professional Knowledge	Professional Skill	Core Skill	Responsibility	Level
<p>Job holders will be expected to guide team member to carry out all assigned tasks safely and securely and to use hygienic and environmental ly friendly practices in ways which show an understanding of environmental issues. This means that they will be expected to take responsibility for their own health and safety and that of fellow workers and, where appropriate, customers; respect the</p>	<p>Job holders will carry out a broad range of work which requires wide ranging specialised theoretical and practical skills to organise the display of products at the store and guide junior associates to achieve the same in addition to plan and execute visual merchandising and organise information to co-ordinate for maintaining minimum stock level, they will also solve problems/challenges by selecting and applying methods, tools, materials and information to make choices about the best procedures, therefore this is pegged at level 5.</p>	<p>Job holder will be expected to monitor and guide/aid staff to complete their task in more effective manner and will be responsible for resolving minuscule day to day operational problem/challenge in addition to make choices about the best procedures / communication to adopt to address problems where the choices are clear and conduct themselves in ways which show a basic understanding of the social and political environment, therefore this is pegged at level</p>	<p>Job holder will be expected to be able to communicate clearly in speech and writing and may be required to apply mathematical processes and assist big ticket/key client, sympathise and understand the unsaid requirement of the client and provide guide/aid client to take informed decision with a motive of attaining customer satisfaction & expected to understand capability of the team member and accordingly allocate work and check on the progress of the same, they</p>	<p>Job holder will be responsible for the completion of their own work and expected to learn and improve their performance on the job in familiar situations, but also ones where problems may arise. Job holders will be able to make choices about the best procedures to adopt to address problems where the choices are clear and they will require well developed practical and cognitive skills to complete their work. They may also have some responsibility for others' work and learning.</p> <p>Jobholder is majorly</p>	5

different social and religious backgrounds of their fellow workers along with providing good contribution to the team via co-ordination and motivation; hence this outcome is pegged at Level 5		5.	should be able to guide / lead teams on work within their capability, therefore this is pegged at level 5.	engaged in the team-learning process which justifies the pegging of the QP at level 5 and not directly involved in the learning of others senior/middle management workforce which is a requirement for Level 6. In his routine activity he is free from direct execution of activities which is a requirement of level 4	
Level 5	Level 5	Level 5	Level 5	Level 5	

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: