Qualification Pack

Deputy Manager (Retail Store Department)

QP Code: RAS/Q0106

Version: 3.0

NSQF Level: 5

Contents

RAS/Q0106: Deputy Manager (Retail Store Department)

Brief Job Description

Individuals in this position should be able to build/manage a store operations team and also possess a good understanding of customer segments and their product and brand preferences, competition and sales techniques and incentives that effect incremental customer purchases.

Personal Attributes

The individual needs to be physically fit to withstand working in a retail environment whilst being customer responsive. They need to have excellent product knowledge, interpersonal, listening skills, people management and business planning ability.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. RAS/N0165: Execute Operational Plan

2. RAS/N0140: Establish and satisfy customer needs

3. RAS/N0139: Plan visual merchandising

4. RAS/N0166: Achieve Sales Goals

5. RAS/N0142: To provide leadership for your team

6. RAS/N0151: Manage a budget

7. RAS/N0167: Utilize AI for Optimized Management of Retail Department

8. DGT/VSQ/N0102: Employability Skills (60 Hours)

Qualification Pack (QP) Parameters

Sector	Retail
Sub-Sector	Retail Operations
Occupation	Store Operations
Country	India

Qualification Pack

NSQF Level	5
Credits	18
Aligned to NCO/ISCO/ISIC Code	NCO-2015/1221.0200
Minimum Educational Qualification & Experience	Completed 2nd year diploma after 12th OR Completed 3 year diploma after 10th with 1.5 years of experience Relevant experience in Store Operations OR 12th grade Pass with 3 Years of experience relevant experience in Store Operations OR Previous relevant Qualification of NSQF Level (4.5) with 1.5 years of experience Relevant experience in Store Operations OR Previous relevant Qualification of NSQF Level (4) with 3 Years of experience Relevant experience in Store Operations
Minimum Level of Education for Training in School	Not Applicable
Pre-Requisite License or Training	NIL
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	22/10/2027
NSQC Approval Date	22/10/2024
Version	3.0
Reference code on NQR	QG-05-OR-03324-2024-V2-RASCI
NQR Version	2.0

Qualification Pack

RAS/N0165: Execute Operational Plan

Description

This OS describes the skills and knowledge required to implement the operational plan within the department of the store.

Scope

The scope covers the following :

- Execute operational plan
- Acquire resources
- Monitor performance

Elements and Performance Criteria

Execute operational plan

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

PC1. Collect, analyze, and organize resource needs with input from relevant staff and managers

PC2. Carry out operational plans to help meet the organization's goals.

PC3. Use key performance indicators (KPIs) to track performance.

PC4. Handle contingencies by adjusting the plan with others' input.

PC5. Help develop and present proposals for resources according to planning processes.

Acquire resources

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

PC6. Recruit and onboard employees following the organization's policies and procedures.

PC7. Acquire physical resources and services according to the organization's policies and in consultation with relevant authorities.

Monitor performance

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

PC8. Monitor performance systems to track progress towards profit and productivity goals

PC9. Use budget and financial data to assess profit and productivity performance.

PC10. Identify poor performance and take quick action to correct it according to policies

PC11. Mentor, coach, and supervise to help individuals and teams use resources effectively and safely

PC12. Present and get approval for changes to operational plans.

PC13. Implement performance-related systems, procedures, and records as required by the organization

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. Performance monitoring systems and processes

KU2. Problem-solving methods

KU3. Organizational policies and procedures for the operational plan

Generic Skills (GS)

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

GS1. Mentoring, coaching, and supervising

GS2. Interpreting, analyzing, and reviewing information

GS3. Writing skills to communicate ideas and information

GS4. Workplace documentation

GS5. Oral communication adapts structure and language accordingly

GS6. Mathematical techniques to ensure timely resource supply and monitor budget performance

GS7. Collaborate to achieve outcomes

GS8. Planning and organizing

GS9. Use analytical processes in complex situations

GS10. Evaluate decision effectiveness

GS11. Problem solving

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Execute operational plan	**18**	**18**	**-**	**-**
PC1. Collect, analyze, and organize resource needs with input from relevant staff and managers	4	4	-	-
PC2. Carry out operational plans to help meet the organization's goals.	4	4	-	-
PC3. Use key performance indicators (KPIs) to track performance.	3	3	-	-
PC4. Handle contingencies by adjusting the plan with others' input.	4	4	-	-
PC5. Help develop and present proposals for resources according to planning processes.	3	3	-	-
Acquire resources	**8**	**8**	**-**	**-**
PC6. Recruit and onboard employees following the organization's policies and procedures.	4	4	-	-
PC7. Acquire physical resources and services according to the organization's policies and in consultation with relevant authorities.	4	4	-	-
Monitor performance	**24**	**24**	**-**	**-**
PC8. Monitor performance systems to track progress towards profit and productivity goals	4	4	-	-
PC9. Use budget and financial data to assess profit and productivity performance.	4	4	-	-
PC10. Identify poor performance and take quick action to correct it according to policies	4	4	-	-
PC11. Mentor, coach, and supervise to help individuals and teams use resources effectively and safely	4	4	-	-
PC12. Present and get approval for changes to operational plans.	4	4	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. Implement performance-related systems, procedures, and records as required by the organization	4	4	-	-
NOS Total	**50**	**50**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	RAS/N0165
NOS Name	Execute Operational Plan
Sector	Retail
Sub-Sector	
Occupation	Store Operations
NSQF Level	5
Credits	3
Version	1.0
Last Reviewed Date	22/10/2024
Next Review Date	22/10/2027
NSQC Clearance Date	22/10/2024

RAS/N0140: Establish and satisfy customer needs

Description

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

Scope

The scope covers the following :

- Establish customer needs
- Satisfy customer needs

Elements and Performance Criteria

Establish customer needs

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

PC1. stay alert to, and make unobtrusive observations about customer choices and movements within the store.

PC2. heed to customer queries about the products and supplies they wish to purchase and unobtrusively and politely enquire about their purchase requirements, when necessary.

PC3. help customers identify the product or supplies they wish to purchase and direct/accompany them to the exact store location where the specific product or supplies are stocked/displayed.

PC4. confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections.

Satisfy customer needs

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

PC5. extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice.

PC6. provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions.

PC7. enable customers to make choices appropriate with their product, supplies and brand preferences and complete their basket of purchases.

PC8. advise the customer,where allowed by store or business policy, to sample the product or supplies in the course of the purchase decision.

PC9. maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas.

PC10. ensure that customers fulfil their purchase process smoothly from start to billing by minimizing waiting times at different stages of the process.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. appropriate behaviour with customers in a retail environment and the assistedselfserve nature of the store environment

KU2. measurement and calibration of the quantity and quality of product and supplies the customer wants

KU3. make nearappropriate judgments about different types of customers, their requirements, choices and preferences

KU4. help select the most appropriate products and supplies based on the knowledge of such judgments

KU5. provide logical, intelligent or creative suggestions as warranted or solicited about products and supplies with an appropriate and reasonably accurate understanding of customer needs and requirements with an aim of enabling aninformed choice / decision for the customer

KU6. suggest alternative products and supplies when products the customer wants are out of stock

KU7. suggest suitable products and supplies when the customer is undecided

KU8. relevance of store offerings to different individual customers, their purchase habits and frequencies of purchase

KU9. individual preferences, choices and opinions of customers through proper attention, listening and conversing

KU10. preferences of different types of customers by observing their behaviour, actions, choices and repeat visits to the store

KU11. provide information and advice to customers about safely transporting, storing, /safekeeping or refrigeration of products, especially when such information or advice is solicited

KU12. utilize a variety of sales techniques, as appropriate to the situation and to the selfserve nature of the retail environment, to effect customer purchases

KU13. provide appropriate assistance, information or advise, at appropriate stages, in an opportune but unobtrusive and nonoverbearing manner to effect customer purchases

KU14. provide accurate information on store promotions on offer at the time of purchase to effect customer purchases

KU15. make use of the understanding of generic and specific, individual, customer habits and preferences to effectively suggest and sell products and supplies

KU16. suit your mannerisms to extend a personalized purchase experience to the customer

KU17. how to maintain brief, tothepoint, accurate and polite responses to customer queries

KU18. how to avoid being perceived to be intrusive, or step back from a situation perceived to be intrusive, by the customer

KU19. how to guide the customer with the right information and advice, when solicited

KU20. how to ensure customer comfort, and avoid customer discomfort, within store premises

KU21. how to maintain and ensure a conducive and congenial atmosphere for customers to navigate, browse through and purchase products and supplies

KU22. how to ensure compliance with health, safety and hygiene requirements for stock, store environment and paraphernalia

KU23. how to remove products and supplies from the shelves / display or to not suggest customers products and supplies that are beyond sellby date or have perished or rendered inedible or nonconsumable

KU24. what suitable alternatives are to be offered when products or supplies customers wish to purchase are unavailable or when customers are unable to make a choice or a decision

KU25. what suitable additions or enhancements to purchase are to be suggested by avoiding being overbearing, obtrusive or irrelevant

Generic Skills (GS)

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

GS1. complete documentation accurately.

GS2. write simple reports when required.

GS3. read information accurately.

GS4. read and interpret data sheets.

GS5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values.

GS6. carry out verbal instructions from other team members and supervisors.

GS7. read and interpret simple workplace documents.

GS8. complete simple written workplace forms and share work-related information with other team members

GS9. make appropriate decisions regarding the responsibilities of the job role.

GS10. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.

GS11. follow store policies regarding work availability, rosters and work duties.

GS12. work within the store culture by practicing inclusive behaviour.

GS13. manage personal presentation, hygiene and time.

GS14. prioritise and complete delegated tasks under instruction

GS15. work collaboratively with team members, supporting the team, respecting and understanding others views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.

GS16. adapt to new situations, including changing workplace procedures.

GS17. demonstrate sensitivity to customer needs and concerns.

GS18. anticipate problems and act to avoid them where possible.

GS19. respond to breakdowns and malfunction of equipment.

GS20. respond to unsafe and hazardous working conditions.

GS21. respond to security breaches

GS22. recognize and report faulty equipment and follow store workplace health and safety procedures

GS23. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.

GS24. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best.

GS25. accept opportunities to learn new ways of doing things and implementchanges under instruction in the context of store procedures.

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Establish customer needs	**20**	**20**	**-**	**-**
PC1. stay alert to, and make unobtrusive observations about customer choices and movements within the store.	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.	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.	5	5	-	-
PC4. confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections.	5	5	-	-
Satisfy customer needs	**30**	**30**	**-**	**-**
PC5. extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice.	5	5	-	-
PC6. provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions.	5	5	-	-
PC7. enable customers to make choices appropriate with their product, supplies and brand preferences and complete their basket of purchases.	5	5	-	-
PC8. advise the customer,where allowed by store or business policy, to sample the product or supplies in the course of the purchase decision.	5	5	-	-
PC9. maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas.	5	5	-	-

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

National Occupational Standards (NOS) Parameters

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

RAS/N0139: Plan visual merchandising

Description

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

Scope

The scope covers the following :

- Interpret design briefs for retail displays
- Get hold of merchandise and props to be featured in retail displays

Elements and Performance Criteria

Interpret design briefs for retail displays

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

PC1. identify the purpose, content and style of the display.

PC2. identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it.

PC3. evaluate whether the place to put the display is likely to fulfil the design brief.

PC4. create new and effective ways of improving the visual effect, within his/her limits of design brief, companys visual design policies and authority.

Get hold of merchandise and props to be featured in retail displays

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

PC5. confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers attention.

PC6. identify other merchandise and props when those originally specified are not available or not suitable, and agree the selections with the right person.

PC7. verify arrangements for delivery of merchandise & props with the right people, allowing enough time for deliveries to arrive before display must be installed.

PC8. check the progress of deliveries and take suitable action if delays seem likely.

PC9. update stock records to account for merchandise on display.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. role of displays in marketing, promotional and sales campaigns and activities.

KU2. importance and content of the design brief.

KU3. the company policies for visual design.

KU4. the role of displays in marketing, promotional and sales campaigns and activities.

KU5. how to use the design brief to identify what you need for the display.

KU6. the merchandiser or buyer who needs to be consulted about merchandise and props.

KU7. how stock records must be updated to account for merchandise on display.

KU8. how to use the design brief to identify what you need for the display

KU9. different approaches to designing displays for different types of merchandise, and why these are effective

KU10. how to evaluate the potential places to put the display so you meet the design brief

KU11. how to use the design brief to identify what you need for the display

KU12. different approaches to designing displays for different types of merchandise, and why these are effective

KU13. how light, colour, texture, shape and dimension combine to achieve the effects you need

KU14. how to assess the potential of places to put displays to meet the design brief

KU15. how to arrange delivery of merchandise and monitor the progress of deliveries

Generic Skills (GS)

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

GS1. complete documentation accurately.

GS2. write simple reports when required.

GS3. read information accurately

GS4. read and interpret data sheets

GS5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflectsstore values

GS6. carry out verbal instructions from other team members and supervisors

GS7. read and interpret simple workplace documents

GS8. complete simple written workplace forms and share work-related informationwith other team members

GS9. make appropriate decisions regarding the responsibilities of the job role

GS10. select and use a range of retail technology, such as point-of-sale systems,according to available equipment and store procedures

GS11. follow store policies regarding work availability, rosters andwork duties

GS12. work within the store culture by practicing inclusive behaviour

GS13. manage personal presentation, hygiene and time

GS14. prioritise and complete delegated tasks under instruction

GS15. work collaboratively with team members, supporting the team, respecting and understanding others views, and giving and receiving feedback in the contextof a retail customer service environment where employees are expected toperform their individual tasks but also look for opportunities to assist others

GS16. adapt to new situations, including changing workplace procedures

GS17. demonstrate sensitivity to customer needs and concerns

GS18. anticipate problems and act to avoid them where possible

GS19. respond to breakdowns and malfunction of equipment

GS20. respond to unsafe and hazardous working conditions

GS21. respond to security breaches

GS22. recognize and report faulty equipment and follow store workplace health and safety procedures

GS23. solve problems in the context of a team structure where, after clarification,customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures

GS24. identify personal strengths and weaknesses in the context of the job role andrecognize how to personally learn best

GS25. accept opportunities to learn new ways of doing things and implementchanges under instruction in the context of store procedures

Assessment Criteria

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

National Occupational Standards (NOS) Parameters

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

RAS/N0166: Achieve Sales Goals

Description

This OS outlines the skills and knowledge needed to boost product and service sales and create a sales-focused environment to meet targets

Scope

The scope covers the following :

- Determine sales goals
- Create a sales environment
- Evaluate sales goals

Elements and Performance Criteria

Determine sales goals

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

PC1. Review sales goals

PC2. Ensure sales goals are realistic and maintain customer service standards

PC3. Assess factors affecting sales and take steps to minimize impact

PC4. Analyze past sales to help meet current sales goals

PC5. Develop strategies to achieve sales goals

Create a sales environment

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

PC6. Set and share team and individual sales goals

PC7. Ensure enough resources are available to meet sales goals.

PC8. Support the team in reaching sales goals and provide performance feedback

PC9. Address and minimize operational issues that affect sales goals

Evaluate sales goals

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

PC10. Monitor achievement of sales goals and give feedback to the team for improvement

PC11. Implement corrective measures if sales goals are not met

PC12. Report on sales goal progress and achievement in alignment with organizational procedures

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. Organisational policies and procedures for customer service and sales process

KU2. Internal factors impacting on sales such as skill gap, stock related issues , lack of appropriate resources

KU3. External factors impacting on sales such as competition and statutory policies

KU4. Plans and methods to determine, interpret and achieve sales goals

KU5. Corrective measures for non-performance

KU6. Sales processes and how they it can be implemented to achieve sales goals

KU7. Necessary steps to boost sales when problems related to operational issues, resource availability, stock availability and competition arise

Generic Skills (GS)

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

GS1. Analytical Skills: Ability to analyze sales data and market trends and set SMART goals

GS2. Communication Skills: Clear and effective communication to share sales goals and expectations with the team

GS3. Leadership Skills: Ability to lead and inspire a sales team and foster competitive sales culture

GS4. Problem-Solving Skills : Ability to identify and address issues that may impact sales performance

GS5. Organizational Skills: Managing resources and scheduling effectively to meet sales goals

GS6. Financial Acumen: Understanding financial reports and metrics

GS7. Technology Proficiency: Using sales software and tools to track performance and goals

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Determine sales goals	**21**	**21**	**-**	**-**
PC1. Review sales goals	5	5	-	-
PC2. Ensure sales goals are realistic and maintain customer service standards	3	3	-	-
PC3. Assess factors affecting sales and take steps to minimize impact	4	4	-	-
PC4. Analyze past sales to help meet current sales goals	4	4	-	-
PC5. Develop strategies to achieve sales goals	5	5	-	-
Create a sales environment	**16**	**16**	**-**	**-**
PC6. Set and share team and individual sales goals	4	4	-	-
PC7. Ensure enough resources are available to meet sales goals.	4	4	-	-
PC8. Support the team in reaching sales goals and provide performance feedback	4	4	-	-
PC9. Address and minimize operational issues that affect sales goals	4	4	-	-
Evaluate sales goals	**13**	**13**	**-**	**-**
PC10. Monitor achievement of sales goals and give feedback to the team for improvement	4	4	-	-
PC11. Implement corrective measures if sales goals are not met	5	5	-	-
PC12. Report on sales goal progress and achievement in alignment with organizational procedures	4	4	-	-
NOS Total	**50**	**50**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	RAS/N0166
NOS Name	Achieve Sales Goals
Sector	Retail
Sub-Sector	
Occupation	Store Operations
NSQF Level	5
Credits	3
Version	1.0
Last Reviewed Date	22/10/2024
Next Review Date	22/10/2027
NSQC Clearance Date	22/10/2024

RAS/N0142: To provide leadership for your team

Description

This OS describes providing direction to the members of the team andmotivating and supporting them to achieve the objectives of the team andtheir personal work objectives.

Scope

The scope covers the following :

- Demonstrate leadership skills

Elements and Performance Criteria

Demonstrate leadership skills

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

PC1. set out and positively communicate the purpose and objectives of the store business to all store team members

PC2. involve key store team members in planning how the team will achieve store business objectives

PC3. encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead

PC4. ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the store businesss objectives

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

PC6. win, through your performance, the trust and support of the team for your leadership

PC7. steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team encourage and recognize creativity and innovation within the team

PC8. give team members support and advice when they need it especially if and during periods when the store business is below set goals

PC9. motivate team members to present their own ideas and listen to what they say

PC10. monitor activities and progress across the store team without interfering.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. different ways of communicating effectively with members of a store team.

KU2. how to set store business objectives which are SMART (Specific, Measurable, Achievable, Realistic and Timebound).

KU3. how to plan the achievement of store team objectives and the importance of involving team members in this process.

KU4. the importance of and being able to show store team members how personal work objectives contribute to achievement of team objectives

KU5. that different styles of leadership exist.

KU6. how to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognizing their achievements.

KU7. types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the team, and ways of identifying and overcoming them.

KU8. the importance of encouraging others to take the lead and ways in which this can be achieved.

KU9. the benefits of and how to encourage and recognize creativity and innovation within a team.

Generic Skills (GS)

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

GS1. complete documentation accurately.

GS2. write simple reports when required.

GS3. read information accurately.

GS4. read and interpret data sheets.

GS5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values.

GS6. carry out verbal instructions from other team members and supervisors.

GS7. read and interpret simple workplace documents.

GS8. complete simple written workplace forms and share work-related information with other team members

GS9. make appropriate decisions regarding the responsibilities of the job role.

GS10. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.

GS11. follow store policies regarding work availability, rosters and work duties.

GS12. work within the store culture by practicing inclusive behaviour.

GS13. manage personal presentation, hygiene and time.

GS14. prioritise and complete delegated tasks under instruction

GS15. work collaboratively with team members, supporting the team, respecting and understanding others views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.

GS16. adapt to new situations, including changing workplace procedures.

GS17. demonstrate sensitivity to customer needs and concerns.

GS18. anticipate problems and act to avoid them where possible.

GS19. respond to breakdowns and malfunction of equipment.

GS20. respond to unsafe and hazardous working conditions.

GS21. respond to security breaches

GS22. recognize and report faulty equipment and follow store workplace health and safety procedures

GS23. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.

GS24. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best.

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

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Demonstrate leadership skills	**50**	**50**	-	-
PC1. set out and positively communicate the purpose and objectives of the store business to all store team members	5	5	-	-
PC2. involve key store team members in planning how the team will achieve store business objectives	5	5	-	-
PC3. encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead	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 businesss objectives	5	5	-	-
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	5	5	-	-
PC6. win, through your performance, the trust and support of the team for your leadership	5	5	-	-
PC7. steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team encourage and recognize creativity and innovation within the team	5	5	-	-
PC8. give team members support and advice when they need it especially if and during periods when the store business is below set goals	7.5	7.5	-	-
PC9. motivate team members to present their own ideas and listen to what they say	5	5	-	-
PC10. monitor activities and progress across the store team without interfering.	5	5	-	-
NOS Total	**50**	**50**	-	-

National Occupational Standards (NOS) Parameters

NOS Code	RAS/N0142
NOS Name	To provide leadership for your team
Sector	Retail
Sub-Sector	Retail Operations
Occupation	Store Operations
NSQF Level	5
Credits	2
Version	3.0
Last Reviewed Date	22/10/2024
Next Review Date	22/10/2027
NSQC Clearance Date	22/10/2024

RAS/N0151: Manage a budget

Description

This NOS covers standards for the managing of a budget.

Scope

The scope covers the following :

- Manage a budget

Elements and Performance Criteria

Manage a budget

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

PC1. evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work.

PC2. submit the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process.

PC3. discuss and, if appropriate, negotiate the proposed budget with the relevant people in the organisation and agree the final budget.

PC4. use the agreed budget to actively monitor and control performance for the respective area or activity of work.

PC5. identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required.

PC6. propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation.

PC7. provide ongoing information on performance against the budget to relevant people in your organisation.

PC8. advise the relevant people as soon as possible if you have identified evidence of potentially fraudulent activities.

PC9. gather information from implementation of the budget to assist in the preparation of future budgets.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the purposes of budgetary systems.

KU2. the importance of spending time on and consulting with others in preparing a budget.

KU3. the importance of agreeing revisions to the budget and communicating the changes.

KU4. the importance of providing regular information on performance against the budget to other people.

KU5. types of fraudulent activities.

KU6. the importance of using the implementation of the budget to identify information and lessons for the preparation of future budgets.

KU7. factors, processes and trends those are likely to affect the setting of budgets in your industry/sector.

KU8. the area or activity that the budget is for.

KU9. the vision, objectives and operational plans for your area of responsibility.

KU10. the budgeting period(s) used in your organisation.

KU11. organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets.

KU12. the limits of your authority.

KU13. who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format.

KU14. what to do and who to contact if you suspect fraud has been committed.

KU15. where to get and how to evaluate the available information in order to be able to prepare a realistic budget.

KU16. how to discuss, negotiate and confirm a budget with people who control the finance and the key factors that should be covered.

KU17. how to use a budget to actively monitor and control performance for a defined area or activity of work.

KU18. the main causes of variances and how to identify them.

KU19. what different types of corrective action which could be taken to address identified variances.

KU20. how unforeseen developments can affect a budget and how to deal with them.

KU21. how to identify types of fraudulent activities.

KU22. the agreed budget, how it can be used and how much it can be changed without approval.

Generic Skills (GS)

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

GS1. complete documentation accurately.

GS2. write simple reports when required.

GS3. read information accurately.

GS4. read and interpret data sheets.

GS5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values

GS6. carry out verbal instructions from other team members and supervisors

GS7. read and interpret simple workplace documents

GS8. complete simple written workplace forms and share work-related information with other team members

GS9. make appropriate decisions regarding the responsibilities of the job role.

GS10. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.

GS11. follow store policies regarding work availability, rosters and work duties.

GS12. work within the store culture by practicing inclusive behaviour.

GS13. manage personal presentation, hygiene and time.

GS14. prioritise and complete delegated tasks under instruction

GS15. work collaboratively with team members, supporting the team, respecting and understanding others views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.

GS16. adapt to new situations, including changing workplace procedures.

GS17. demonstrate sensitivity to customer needs and concerns.

GS18. anticipate problems and act to avoid them where possible.

GS19. respond to breakdowns and malfunction of equipment.

GS20. respond to unsafe and hazardous working conditions.

GS21. respond to security breaches

GS22. recognize and report faulty equipment and follow store workplace health and safety procedures

GS23. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.

GS24. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best.

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

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Manage a budget	**50**	**50**	-	-
PC1. evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work.	7.5	7.5	-	-
PC2. submit the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process.	5	5	-	-
PC3. discuss and, if appropriate, negotiate the proposed budget with the relevant people in the organisation and agree the final budget.	5	5	-	-
PC4. use the agreed budget to actively monitor and control performance for the respective area or activity of work.	5	5	-	-
PC5. identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required.	7.5	7.5	-	-
PC6. propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation.	5	5	-	-
PC7. provide ongoing information on performance against the budget to relevant people in your organisation.	5	5	-	-
PC8. advise the relevant people as soon as possible if you have identified evidence of potentially fraudulent activities.	5	5	-	-
PC9. gather information from implementation of the budget to assist in the preparation of future budgets.	5	5	-	-
NOS Total	**50**	**50**	-	-

National Occupational Standards (NOS) Parameters

NOS Code	RAS/N0151
NOS Name	Manage a budget
Sector	Retail
Sub-Sector	Retail Operations
Occupation	Store Operations
NSQF Level	5
Credits	3
Version	3.0
Last Reviewed Date	22/10/2024
Next Review Date	22/10/2027
NSQC Clearance Date	22/10/2024

RAS/N0167: Utilize AI for Optimized Management of Retail Department

Description

This NOS outlines the competencies required for Retail Department Managers to leverage AI tools for enhancing operational efficiency, optimizing sales, and delivering superior customer experiences

Scope

The scope covers the following :

- Departmental Operations Management
- AI-Enhanced Sales and Inventory Management
- Customer Experience Optimization

Elements and Performance Criteria

Departmental Operations Management

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

PC1. Allocate staff based on AI-driven store traffic insights

PC2. Monitor department sales performance using AI analytics

PC3. Use AI for efficient stock management and replenishment

PC4. Train staff on AI technologies to optimize department performance

PC5. Align departmental goals with AI-driven business strategies

AI-Enhanced Sales and Inventory Management

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

PC6. Analyse sales trends with AI tools for better stock planning.

PC7. Monitor real-time stock availability with AI inventory systems.

PC8. Adjust merchandising strategies based on AI-generated insights.

PC9. Use AI-driven recommendations to enhance upselling and cross-selling

PC10. Leverage AI for forecasting and setting dynamic pricing strategies

Customer Experience Optimization

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

PC11. Utilize AI-powered chatbots for customer inquiries.

PC12. Offer personalized product recommendations through AI tools.

PC13. Monitor customer feedback using AI-driven insights.

PC14. Implement AI-powered AR/VR systems for virtual product experiences.

PC15. Handle customer data securely through AI systems, ensuring complianc

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. Familiarity with AI-driven analytics for performance and inventory management

KU2. Knowledge of AI-powered customer engagement tools and AR/VR systems

KU3. Awareness of AIs role in stock planning, demand forecasting, and dynamic pricing

KU4. Understanding data privacy regulations related to AI-driven customer data

Generic Skills (GS)

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

GS1. Lead teams in adopting AI tools to improve department operations

GS2. Use AI insights to make informed departmental decisions

GS3. Apply AI data to solve operational challenges

GS4. Enhance customer interactions with AI tools

GS5. Operate and oversee AI-powered retail systems

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Departmental Operations Management	**16**	**16**	-	-
PC1. Allocate staff based on AI-driven store traffic insights	3	3	-	-
PC2. Monitor department sales performance using AI analytics	3	3	-	-
PC3. Use AI for efficient stock management and replenishment	3	3	-	-
PC4. Train staff on AI technologies to optimize department performance	4	4	-	-
PC5. Align departmental goals with AI-driven business strategies	3	3	-	-
AI-Enhanced Sales and Inventory Management	**17**	**17**	-	-
PC6. Analyse sales trends with AI tools for better stock planning.	4	4	-	-
PC7. Monitor real-time stock availability with AI inventory systems.	4	4	-	-
PC8. Adjust merchandising strategies based on AI-generated insights.	3	3	-	-
PC9. Use AI-driven recommendations to enhance upselling and cross-selling	3	3	-	-
PC10. Leverage AI for forecasting and setting dynamic pricing strategies	3	3	-	-
Customer Experience Optimization	**17**	**17**	-	-
PC11. Utilize AI-powered chatbots for customer inquiries.	3	3	-	-
PC12. Offer personalized product recommendations through AI tools.	3	3	-	-
PC13. Monitor customer feedback using AI-driven insights.	4	4	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC14. Implement AI-powered AR/VR systems for virtual product experiences.	4	4	-	-
PC15. Handle customer data securely through AI systems, ensuring complianc	3	3	-	-
NOS Total	**50**	**50**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	RAS/N0167
NOS Name	Utilize AI for Optimized Management of Retail Department
Sector	Retail
Sub-Sector	
Occupation	Store Operations
NSQF Level	5
Credits	1
Version	1.0
Last Reviewed Date	22/10/2024
Next Review Date	22/10/2027
NSQC Clearance Date	22/10/2024

DGT/VSQ/N0102: Employability Skills (60 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

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

PC1. identify employability skills required for jobs in various industries

PC2. identify and explore learning and employability portals

Constitutional values – Citizenship

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

PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.

PC4. follow environmentally sustainable practices

Becoming a Professional in the 21st Century

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

PC5. recognize the significance of 21st Century Skills for employment

PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

Basic English Skills

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

PC7.   use basic English for everyday conversation in different contexts, in person and over the telephone

PC8.   read and understand routine information, notes, instructions, mails, letters etc. written in English

PC9.   write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

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

PC10. understand the difference between job and career

PC11. prepare a career development plan with short- and long-term goals, based on aptitude

Communication Skills

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

PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings

PC13. work collaboratively with others in a team

Diversity & Inclusion

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

PC14. communicate and behave appropriately with all genders and PwD

PC15. escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

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

PC16. select financial institutions, products and services as per requirement

PC17. carry out offline and online financial transactions, safely and securely

PC18. identify common components of salary and compute income, expenses, taxes, investments etc

PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

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

PC20. operate digital devices and carry out basic internet operations securely and safely

PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively

PC22. use basic features of word processor, spreadsheets, and presentations

Entrepreneurship

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

PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research

PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion

PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service

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

PC26. identify different types of customers

PC27. identify and respond to customer requests and needs in a professional manner.

PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC29. create a professional Curriculum vitae (Résumé)

PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

PC31. apply to identified job openings using offline /online methods as per requirement

PC32. answer questions politely, with clarity and confidence, during recruitment and selection

PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills and different learning and employability related portals

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

KU4. Twenty first (21st) century skills and their importance

KU5. how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

KU6. importance of career development and setting long- and short-term goals

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

KU10. different types of financial institutes, products, and services

KU11. how to compute income and expenditure

KU12. importance of maintaining safety and security in offline and online financial transactions

KU13. different legal rights and laws

KU14. different types of digital devices and the procedure to operate them safely and securely

KU15. how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

KU16. how to identify business opportunities

KU17. types and needs of customers

KU18. how to apply for a job and prepare for an interview

KU19. apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

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

GS1. read and write different types of documents/instructions/correspondence

GS2. communicate effectively using appropriate language in formal and informal settings

GS3. behave politely and appropriately with all

GS4. how to work in a virtual mode

GS5. perform calculations efficiently

GS6. solve problems effectively

GS7. pay attention to details

GS8. manage time efficiently

GS9. maintain hygiene and sanitization to avoid infection

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Introduction to Employability Skills	1	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
Constitutional values – Citizenship	1	1	-	-
PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
Becoming a Professional in the 21st Century	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
Basic English Skills	2	3	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
Career Development & Goal Setting	1	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
Communication Skills	**2**	**2**	**-**	**-**
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
Diversity & Inclusion	**1**	**2**	**-**	**-**
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
Financial and Legal Literacy	**2**	**3**	**-**	**-**
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
Essential Digital Skills	**3**	**4**	**-**	**-**
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Entrepreneurship	**2**	**3**	**-**	**-**
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
Customer Service	**1**	**2**	**-**	**-**
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
Getting ready for apprenticeship & Jobs	**2**	**3**	**-**	**-**
PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	**20**	**30**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	22/10/2024
Next Review Date	22/10/2027
NSQC Clearance Date	22/10/2024

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council.

2. Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS.

3. SSC will lay down proportion of marks for Theory and Skills Practical for each Element/ PC.

4. Individual NCVET recognised assessment agencies will prepare the theory and practical question papers

5. The assessments will be conducted by individual NCVET recognised assessment agencies as per the SOP.

6. Every learner/ candidate appearing for the assessment must possess the OJT completion certificate from the employer to undertake the assessments under this qualification.

7. The assessment for the theory and practical will be conducted online on a digital assessment platform with comprehensive auditable trails.

8. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.

9. To pass the Qualification Pack assessment, every trainee should score a minimum of 70% aggregate passing percentage recommended at QP Level.

10. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

11. For detailed guidelines SOP on assessments can be referred to on the RASCI website.

Minimum Aggregate Passing % at QP Level : 70

(**Please note**: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
RAS/N0165.Execute Operational Plan	50	50	0	0	100	15
RAS/N0140.Establish and satisfy customer needs	50	50	0	0	100	15
RAS/N0139.Plan visual merchandising	50	50	0	0	100	15
RAS/N0166.Achieve Sales Goals	50	50	0	0	100	15
RAS/N0142.To provide leadership for your team	50	50	-	-	100	12
RAS/N0151.Manage a budget	50	50	0	0	100	15
RAS/N0167.Utilize AI for Optimized Management of Retail Department	50	50	0	0	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	3
Total	**370**	**380**	**-**	**-**	**750**	**100**

Acronyms

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

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.