

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	Trainee Associate		
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.	3 (Level three)		
Anticipated volume of training/learning required to complete the qualification.	280 hours		
Entry requirements / recommendations.	9th Standard Pass		
Progression from the qualification.	Sales Associate		
Planned arrangements for RPL.	RPL arrangements and policies are under development		
International Comparability	Service Skill Australia (Code: SIR20212)		
Formal structure of the qualification			
Title of unit or other component (include any identification code used)	Mandatory/Optional	Estimated size (learning hours)	Level
RAS/N0105 - To display stock to promote sales	Mandatory	280 hrs	3
RAS/N0106 - To plan and prepare visual merchandising displays			
RAS/N0107 - To dress visual merchandising displays			
RAS/N0108 - To dismantle and store visual merchandising displays			
RAS/N0109 - To prepare products for sale			
RAS/N0118 - To promote loyalty schemes to customers			
RAS/N0119 - To keep the store secure			
RAS/N0121 - To maintain health and safety			
RAS/N0123 - To keep the store clean and hygienic			
RAS/N0124 - To provide information and advice to customers			
RAS/N0130 - To create a positive image of self & organisation in the customers mind			
RAS/N0137 - To work effectively in your team			

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

Trainee Associate

RAS/Q0103

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 / N0105 To display stock to promote sales	PC1. Identify need for the display in relation to stock, space, position of the display and dates.	100	10	5	5
	PC2. Check that the display area is the right size and report any concerns promptly.		5	2.5	2.5
	PC3. Gather the materials, equipment and stock you need for the display and check that they are clean, safe and in good working order.		10	5	5
	PC4. Follow company procedures for clearing, cleaning and preparing the display area before use.		5	2.5	2.5
	PC1. Set up and dismantle the display safely, in line with plans and within the time allowed.		10	5	5
	PC2. Check that the display is clean, tidy and safe for use.		5	2.5	2.5
	PC3. Check that the display has the levels of stock you need.		10	5	5
	PC4. Clean and store equipment and excess materials; get rid of waste safely, correctly and promptly.		5	2.5	2.5
	PC1. Check requirements for labelling stock.		10	5	5
	PC2. Check information on the label is clear, accurate and legal before starting to label stock.		5	2.5	2.5
	PC3. Report promptly any information on labels that may need changing.		5	2.5	2.5
	PC4. Attach the right labels to the right products.		5	2.5	2.5
	PC5. Position labels so that they are securely fastened and customers can see them clearly.		10	5	5
	PC6. Complete labelling within the time allowed		5	2.5	2.5
	Total	100	50	50	

Assessable Outcomes	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
RAS / N0106 To plan and prepare visual merchandising displays	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, within limits of design brief, company's visual design policies and 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.		10	5	5
	PC3. Agree arrangements for delivery of merchandise & props with right people, allowing enough time for deliveries to arrive before display must be installed.		15	7.5	7.5
	PC4. Check the progress of deliveries and take suitable action if delays seem likely.		10	5	5
	PC5. Update stock records to account for merchandise on display		10	5	5
	Total	100	50	50	
RAS / N0107 To dress visual merchandising displays	PC1. Use the design brief to identify the focal points of the display.	100	5	2.5	2.5
	PC2. Choose shapes, colours and groupings that are suited to the purpose and style of the display.		5	2.5	2.5
	PC3. Create displays that achieve the visual effect you need and are consistent with the company's visual design policy.		5	2.5	2.5
	PC4. Position merchandise, graphics and signs in ways that promote sales.		5	2.5	2.5
	PC5. Check that lighting is installed in line with the design brief.		5	2.5	2.5
	PC6. Check that the finished display meets health and safety guidelines and legal requirements.		5	2.5	2.5
	PC1. Position merchandise, graphics & signs according to guidelines & in ways that attract attention & interest of customers & give customers information they need.		5	2.5	2.5
	PC2. Group merchandise appropriately for the purpose & style of display, the selling features of merchandise & the visual effect needed under the design brief.		5	2.5	2.5
	PC3. Make sure that lighting is installed in line with lighting requirements.		5	2.5	2.5
	PC4. Check that the finished display meets health and safety guidelines and legal requirements.		10	5	5
	PC1. Check that all the parts of the display are suitable for the purpose of the display and meet requirements.		5	2.5	2.5
	PC2. Check that the display meets requirements for easy access, safety and security.		5	2.5	2.5

Assessable Outcomes	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	PC3. Identify safety and security risks to the display and choose suitable ways of reducing risks.		5	2.5	2.5
	PC4. Consider how the display looks from all the directions from which customers will approach it.		5	2.5	2.5
	PC5. Encourage colleagues to provide constructive comments about the display.		5	2.5	2.5
	PC6. Promptly make any adjustments that you are authorised to make and that are needed to achieve the visual effect and to make the display safe and secure.		5	2.5	2.5
	PC7. Regularly check the display's visual effect.		5	2.5	2.5
	PC8. Promptly report to the right person any problems and risks that you are not responsible for sorting out yourself.		10	5	5
			Total	100	50
RAS / N0108 To dismantle and store visual merchandising displays	PC1. Dismantle displays safely.	100	5	2.5	2.5
	PC2. Protect the parts of the display from being damaged during dismantling.		10	5	5
	PC3. Return the parts of the display to the appropriate places promptly and, if needed, in a saleable condition.		10	5	5
	PC4. Get rid of unwanted materials safely and keep accurate records of this if needed.		10	5	5
	PC5. Clean display sites and parts using safe and approved cleaning materials and equipment.		10	5	5
	PC1. Work out accurately the storage space required.		10	5	5
	PC2. Identify the protective packaging you need and the security measures that need to be in place.		10	5	5
	PC3. Store items in suitable places and with clear and accurate labels.		5	2.5	2.5
	PC4. Keep accurate and up-to-date records of items in storage.		10	5	5
	PC5. Identify damaged items, missing items and dangers and risks to health and safety, and report these promptly to the right person.		10	5	5
	PC6. Check that storage facilities and items in storage are clean, safe, secure and accessible only to those with a right to them.		10	5	5
		Total	100	50	50
RAS / N0109 To prepare products for sale	PC1. Check that all expected items and parts of the product are in the package.	100	10	5	5
	PC2. Remove all unwanted packaging and safely get rid of waste.		10	5	5
	PC3. Gather the tools you need for putting products together.		10	5	5
	PC4. Use safe work methods and follow manufacturers' instructions when putting products together.		10	5	5
	PC5. Check that products have been assembled correctly and can be used safely.		20	10	10
	PC6. Ask the right person for help when products are proving difficult to put together.		15	7.5	7.5
	PC7. Check regularly that products on display are in a satisfactory condition.		10	5	5

Assessable Outcomes	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	PC8.Promptly remove damaged products from display and follow company procedures for dealing with them.		15	7.5	7.5
		Total	100	50	50
RAS / N0118 To promote loyalty schemes to customers	PC1. Take suitable opportunities to ask customers if they are members of the loyalty scheme and whether they are interested in joining.	100	10	5	5
	PC2. Explain clearly and accurately to customers how joining the scheme would benefit them, including any current special offers relating to the scheme.		10	5	5
	PC3. Respond positively to any questions or objections that the customer raises.		10	5	5
	PC4. Provide relevant information to the customer to help them decide whether to join the scheme.		5	2.5	2.5
	PC5.Treat the customer politely at all times and in a way that promotes goodwill		5	2.5	2.5
	PC1. Recognise accurately when customers are interested in joining the scheme.		10	5	5
	PC2. Take opportunities to ask customers who are showing signs of interest to sign up for the scheme.		10	5	5
	PC3. Fill in the membership application accurately with the customer, using the information they provide.		10	5	5
	PC4. Give the customer proof of their membership.		10	5	5
	PC5. Check with the customer that their details, as shown on the membership documentation, are correct.		10	5	5
	PC6.Give application forms to customers who show interest but are not willing to join the scheme there and then.		10	5	5
		Total	100	50	50
RAS / N0119 To keep the store secure	PC1. Notice and correctly identify security risks.	100	20	10	10
	PC2. Follow company procedures for reporting security risks.		20	10	10
	PC3. Report security risks to the right people promptly and accurately.		20	10	10
	PC4. Follow company procedures for preventing security risks while you work.		20	10	10
	PC5. Notice where stock may have been stolen and tell the right person about it.		20	10	10
		Total	100	50	50
RAS / N0121 To maintain health and safety	PC1. Notice and correctly identify accidents and emergencies.	100	5	2.5	2.5
	PC2. Get help promptly and in the most suitable way.		5	2.5	2.5
	PC3. Follow company policy and procedures for preventing further injury while waiting for help to arrive.		5	2.5	2.5
	PC4. Act within the limits of your responsibility and authority when accidents and emergencies arise.		5	2.5	2.5
	PC5.Promptly follow instructions given by senior staff and the emergency services		10	5	5
	PC1. Follow company procedures and legal requirements for reducing health and safety risks as far as possible while you work.		10	5	5
	PC2. Use safety equipment correctly and in the right		5	2.5	2.5

Assessable Outcomes	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	situations.				
	PC3. Get advice and help from the right people when you are concerned about your ability to work safely		10	5	5
	PC1. Take suitable safety measures before lifting to protect yourself and other people.		10	5	5
	PC2. Use approved lifting and handling techniques.		10	5	5
	PC3. Check that any equipment you need to use is fit for use.		5	2.5	2.5
	PC4. Use lifting and handling equipment in line with company guidelines and manufacturers' instructions.		5	2.5	2.5
	PC5. Plan a safe and efficient route for moving goods.		10	5	5
	PC6. Make sure that you understand your responsibilities when you ask others to help in lifting and handling operations		5	2.5	2.5
		Total	100	50	50
RAS / N0123 To keep the store clean and hygienic	PC1. Get the equipment and materials that are suitable for the surfaces that need cleaning.	100	5	2.5	2.5
	PC2. Safely position the cleaning equipment and materials and any items you must move.		5	2.5	2.5
	PC3. Keep the risk of spillages to a minimum and clean up any spillages promptly and thoroughly.		10	5	5
	PC4. Get rid of rubbish and waste promptly and safely.		5	2.5	2.5
	PC5. Disturb other people as little as possible while cleaning.		5	2.5	2.5
	PC6. Check that surfaces are thoroughly clean.		10	5	5
	PC7. Store cleaning equipment and materials correctly and promptly when you have finished cleaning.		5	2.5	2.5
	PC1. Use suitable equipment to tidy work areas.		5	2.5	2.5
	PC2. Check that equipment is safe to use before starting to use it.		5	2.5	2.5
	PC3. Get rid of waste and litter safely and in line with company procedures.		5	2.5	2.5
	PC4. Disturb other people as little as possible while getting rid of waste and litter.		10	5	5
	PC5. Store equipment correctly and promptly after use		5	2.5	2.5
	PC1. Wear protective clothing that is clean and suitable for the work you need to do.		10	5	5
	PC2. Dispose correctly of used clothing and products.		5	2.5	2.5
	PC3. Use effective practices and techniques for keeping your hair, skin and nails clean enough for the work you do		10	5	5
	Total	100	50	50	
RAS / N0124 To provide information and advice to customers	PC1. Acknowledge promptly and politely customers' requests for information and advice.	100	10	5	5
	PC2. Identify the customer's needs for information and advice.		10	5	5
	PC3. Communicate information and advice to customers in ways they can understand.		10	5	5

Assessable Outcomes	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	PC4. Provide information and advice to customers that is relevant, complete, accurate and up to date.		10	5	5
	PC5. Check politely that the information and advice provided meets the customer's needs.		10	5	5
	PC6. Find other ways to help the customer when the information and advice given is not satisfactory.		10	5	5
	PC7.Refer requests for information or advice to the right person when you cannot help the customer.		5	2.5	2.5
	PC1. Identify the nature of the complaint from information obtained from customers.		10	5	5
	PC2. Acknowledge the complaint clearly and accurately and apologise to the customer.		5	2.5	2.5
	PC3. Follow legal requirements and company policies and procedures for dealing with complaints.		10	5	5
	PC4.When it is not your responsibility to sort complaints, refer them promptly to the right person & explain the referral procedure clearly to the customer		10	5	5
		Total	100	50	50
RAS / N0130 To create a positive image of self & organisation in the customers mind	PC1. Meet your organisation's standards of appearance and behaviour.	100	5	2.5	2.5
	PC2. Greet your customer respectfully and in a friendly manner.		5	2.5	2.5
	PC3. Communicate with your customer in a way that makes them feel valued and respected.		10	5	5
	PC4. Identify and confirm your customer's expectations.		5	2.5	2.5
	PC5. Treat your customer courteously and helpfully at all times.		5	2.5	2.5
	PC6. Keep your customer informed and reassured.		5	2.5	2.5
	PC7.Adapt your behaviour to respond effectively to different customer behaviour		10	5	5
	PC1. Respond promptly to a customer seeking assistance.		5	2.5	2.5
	PC2. Select the most appropriate way of communicating with your customer.		5	2.5	2.5
	PC3. Check with your customer that you have fully understood their expectations.		5	2.5	2.5
	PC4. Respond promptly and positively to your customers' questions and comments.		5	2.5	2.5
	PC5.Allow your customer time to consider your response and give further explanation when appropriate		5	2.5	2.5
	PC1. Quickly locate information that will help your customer.		5	2.5	2.5
	PC2. Give your customer the information they need about the services or products offered by your organisation.		10	5	5
	PC3. Recognise information that your customer might find complicated and check whether they fully understand.		5	2.5	2.5
	PC4.Explain clearly to your customers any reasons why their needs or expectations cannot be met.		10	5	5
	Total	100	50	50	
RAS / N0137	PC1. Display courteous and helpful behaviour at all	100	5	2.5	2.5

Assessable Outcomes	Assessment Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
To work effectively in your team	times.				
	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.		10	5	5
	PC5. Prioritise and complete tasks according to required timeframes.		10	5	5
	PC6. Identify work and personal priorities and achieve a balance between competing priorities.		5	2.5	2.5
		Total	100	50	50

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.

Trainee Associate - RAS/Q0103					
Process Required	Professional Knowledge	Professional Skill	Core Skill	Responsibility	Level
<p>Trainee Associate deals with narrow range of products and they are sold by adopting suitable strategies of indirect or unassisted selling products, to different walk in customer. The activities identified are the familiar and routine activities for him as these activities are independent of customer he is serving.</p>	<p>Jobholder is expected to have knowledge of the products in his current portfolio and also of the possible alternative product, in terms of their features/specifications, sample Quality, price points, variants, product wise branding techniques and customer choice. He must have knowledge of the promotional schemes which company may like to offer to the customers.</p> <p>Considering the in-depth professional and factual knowledge, which a Trainee Associate has for various products and its selling this QP is pegged at Level 3.</p>	<p>Trainee Associate identifies new ways to showcase/display products as per daily route plan to increase productivity via attracting customer towards the product and achieve sales targets. He/She creates demand at point of sale by creating visibility for products putting POSM (Point of sales material) and merchandising elements like counter top/shelves or racks depending on the category of product he/she sells.</p> <p>Thus he is</p>	<p>Jobholder should be able to for Example</p> <ul style="list-style-type: none"> • Solve customer general query • Maintain stock • Remove expire date/ damaged product from selling space • Reconciling of stock at the rack • Interpreting data sheets <p>All of this requires application of basic arithmetic principles. Trainee Associate has to support and help customer for better store experience hence they are expected to be good in communication skills. The Trainee Associate may require to engage with customer and build rapport with them. Jobholder is expected to conduct themselves in ways, which show a basic</p>	<p>The jobholder is responsible to:</p> <ul style="list-style-type: none"> • Plan and implement its visual merchandise • Support customer and provide best in-store experience • Maintain availability of the products in each rack. <p>For each of the product there can be variations in the method/design for product display. So the jobholder based on his own learning and experience, design layout to increase attractiveness of the display. He is continuously engaged in the self-learning process.</p>	3

		<i>practically but not actively engaged</i> in the selling activity.	understanding of the <i>social and professional environment of working with retailers.</i>	Job holder is majorly engaged in tasks requiring some basic skills (semi-skill) to complete which justifies the pegging of the QP at level 3 and not working under minimum supervision which is a requirement for Level 4. His routine activity requires basic skills which is advance than the skill required as per requirement of level 2.	
Level 3	Level 3	Level 3	Level 3	Level 3	

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: