



COMPETENCY STANDARD FOR SALES PROFESSIONAL

Level: 3

(AGRO FOOD PROCESSING SECTOR)

Competency Standard Code: CS-AFP-SP-L3-EN-V1



**National Skills Development Authority
Prime Minister's Office
Government of the People's Republic of Bangladesh**

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This Competency Standard for Sales Professional is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order to meet the qualification of individuals who graduated through the established standard via competency-based assessment for a relevant job.

This document has been developed by NSDA in association with Agro Food Processing Sector, industry representatives, academia, related specialist, trainer and related employee.

Public and private institutions may use the information contained in this standard for activities benefitting Bangladesh.

Introduction

The NSDA aims to enhance an individual's employability by certifying completeness with skills. NSDA works to expand the skilling capacity of identified public and private training providers qualitatively and quantitatively. It also aims to establish and operationalize a responsive skills ecosystem and delivery mechanism through a combination of well-defined set of mechanisms and necessary technical supports.

Key priority economic growth sectors identified by the government have been targeted by NSDA to improve current job skills along with existing workforce to ensure required skills to industry standards. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training program. "**Sales Professional**" is selected as one of the priority occupations of Agro-Food Processing Sector. This standard is developed to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

Generally, a competency standard informs curriculum, learning materials, assessment and certification of trainees enrolled in Skills Training. Trainees who successfully pass the assessment will receive a qualification in the National Skills Qualification Framework (NSQF) under Bangladesh National Qualification Framework and will be listed on the NSDA's online portal.

This competency standard is developed to improve skills and knowledge in accordance with the job roles, duties and tasks of the occupation and ensure that the required skills and knowledge are aligned to industry requirements. A series of stakeholder consultations, workshops were held to develop this document.

The document also details the format, sequencing, wording and layout of the Competency Standard for an occupation which is comprised of Units of Competence and its corresponding Elements.

Overview

A competency standard is a written specification of the knowledge, skills and attitudes required for the performance of an occupation, trade or job corresponding to the industry standard of performance required in the workplace.

The purpose of a competency standards is to:

- provide a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enable industry recognised qualifications to be awarded through direct assessment of workplace competencies
- encourage the development and delivery of flexible training which suits individual and industry requirements
- encourage learning and assessment in a work-related environment which leads to verifiable workplace outcomes

Competency standards are developed by a working group comprised of representative from NSDA, Key Institutions, ISC, and industry experts to identify the competencies required of an occupation in Agro-Food Processing Sector.

Competency standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. CS acknowledge that people can achieve technical and vocational competency in many ways by emphasizing what the learner can do, not how or where they learned to do it.

With competency standards, training and assessment may be conducted at the workplace or at training institute or any combination of these.

Competency standards consist of a number of units of competency. A unit of competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of competency are documented in a standard format that comprises of:

- unit title
- nominal duration
- unit code
- unit descriptor
- elements and performance criteria
- variables and range statement
- curricular content guide
- assessment evidence guides

Together, all the parts of a unit of competency:

- describe a work activity
- guide the assessor to determine whether the candidate is competent or not yet competent

The ensuing sections of this document comprise of a description of the relevant occupation, trade or job with all the key components of a unit of competency, including:

- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

Competency Standards for National Skill Certificate, Level-3, Sales Professional in Agro-Food Processing Sector

Level Descriptors of NSQF (BNQF 1-6)

Level & Job classification	Knowledge Domain	Skills Domain	Responsibility Domain
6-Mid-Level Manager/ Sub Assistant Engineer	Comprehensive actual and theoretical knowledge within a specific work or study area with an awareness of the validity and limits of that knowledge, able to analyse, compare, relate and evaluate.	Specialised and wider range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems. Communicate professional issues and solutions to the team and to external partners/users.	Work under broad guidance and self-motivation to execute strategic and operational plan/s. Lead lower-level management. Diagnose and resolve problems within and among work groups.
5-Supervisor	Broad knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to scrutinize and break information into parts by identifying motives or causes.	Broad range of cognitive and practical skills required to generate solutions to specific problems in one or more work or study areas. Communicate practice-related problems and possible solutions to external partners.	Work under guidance of management and self-direction to resolve specific issues. Lead and take responsibility for the work and actions of group/team members. Bridge between management.
4-Highly Skilled Worker	Broader knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to solve problems to new situations by comparing and applying acquired knowledge.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information. Communicate using technical terminology and IT technology with partners and users as per workplace requirements.	Work under minimal supervision in specific contexts in response to workplace requirements. Resolve technical issues in response to workplace requirements and lead/guide a team/ group.
3-Skilled Worker	Moderately broad knowledge in a specific work or study area, able to perceive ideas and abstract from drawing and design according to workplace requirements.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools. Communicate with his team and limited external partners upholding the values, nature and culture of the workplace	Work or study under supervision with considerable autonomy. Participate in teams and responsible for group coordination.
2-Semi Skilled Worker	Basic understanding of underpinning knowledge in a specific work or study area, able to interpret and apply common occupational terms and instructions.	Skills required to carry out simple tasks, communicate with his team in the workplace presenting and discussing results of his work with required clarity.	Work or study under supervision in a structured context with limited scope of manipulation
1 –Basic Skilled Worker	Elementary understanding of ability to interpret the underpinning knowledge in a specific study area, able to interpret common occupational terms and instructions.	Specific Basic skills required to carry out simple tasks. Interpret occupational terms and present the results of own work within guided work environment/ under supervision.	Work under direct supervision in a structured context with limited range of responsibilities.

List of Abbreviations

CS	Competency Standard
ISC	Industry Skills Council
NSDA	National Skills Development Authority
NSQF	National Skills Qualifications Framework
OSH	Occupational Safety and Health
PPE	Personal Protective Equipment
SCVC	Standards and Curriculum Validation Committee
STP	Skills Training Provider
SOP	Standard Operating Procedure
UoC	Unit of Competency
ISO	International Organization for Standardization

Approved by

28th Authority Meeting (AM) of NSDA

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**Competency Standards for National Skill Certificate, Sales Professional, Level- 3 in
Agro-Food Processing Sector**

Course Structure

SL No	Unit code and Title		UOC Level	Nominal (hours)
Generic Units of Competencies				
1.	GU-02-L3-V1	Demonstrate Interpersonal and Communication Skills	3	15
2.	GU-08-L2-V1	Work in a Team Environment	2	20
3.	GU-03-L3-V1	Manage Personal and Professional Development	2	10
Sub Total				45
Sector Specific Units of Competencies				
4.	SU-AFP-SP-01-L2-V1	Work in the Food Industry	2	20
5.	SU-AFP-SP-02-L2-V1	Follow Quality and Food Safety Programs	2	20
Sub Total				40
Occupation Specific Units of Competencies				
6.	OU-AFP-SP-01-L3-V1	Apply Sales Protocol in Business Environment	3	30
7.	OU-AFP-SP-02-L3-V1	Develop Sales Plan and Strategies	3	45
8.	OU-AFP-SP-03-L3-V1	Apply Merchandising Process	3	50
9.	OU-AFP-SP-04-L3-V1	Perform Sales Call Cycle	3	50
10.	OU-AFP-SP-05-L3-V1	Perform sales Audit and Reporting	3	40
11.	OU-AFP-SP-06-L3-V1	Control Product Damage and Market Return	3	40
12.	OU-AFP-SP-07-L3-V1	Perform Sales Automation	3	20
Sub Total				275
Total Duration				360

Units & Elements at Glance

Generic Competencies

Code	Unit of competency	Elements of competency	Duration (hours)
GU-02-L3-V1	Demonstrate Interpersonal and Communication Skills	<ol style="list-style-type: none">1. Apply interpersonal skills at the workplace2. Understand and communicate information and ideas3. Prepare and present reports and workplace documents	15
GU-08-L2-V1	Work in a Team Environment	<ol style="list-style-type: none">1. Define team role and scope2. Identify individual role and responsibility3. Participate in team discussions4. Work as a team member	20
GU-03-L3-V1	Manage Personal and Professional Development	<ol style="list-style-type: none">1. Interpret personal development skills2. Set and meet self-development priorities3. Maintain professional growth and development	10
Total hours			45

Sector specific competencies

Code	Unit of competency	Elements of competency	Duration (hours)
SU-AFP-SP-01-L2-V1	Work in the Food Industry	<ol style="list-style-type: none"> 1. Identify job roles and responsibilities in the food industry 2. Identify and observe OSH in the food industry 3. Plan work activities 4. Work with others 	20
SU-AFP-SP-02-L2-V1	Follow Quality and Food Safety Programs	<ol style="list-style-type: none"> 1. Observe OSH practices 2. Practice personal hygiene and good grooming standards 3. Follow safe food handling and sanitation practice 4. Monitor quality of work outcome 5. Identify and act on quality deficits and/or food safety hazards 	20
Total hours			40

Occupation specific competencies

Code	Unit of competency	Elements of competency	Duration (hours)
OU-AFP-SP-01-L3-V1	Apply Sales Protocol in Business Environment	<ol style="list-style-type: none"> 1. Demonstrate knowledge on organization and products 2. Identify working areas 3. Maintain etiquette and personal grooming 4. Analyse and Process sales data 	30
OU-AFP-SP-02-L3-V1	Develop Sales Plan and Strategies	<ol style="list-style-type: none"> 1. Interpret sales terminology 2. Define market segmentation 3. Analyse and plan sales target 	45
OU-AFP-SP-03-L3-V1	Apply Merchandising Process	<ol style="list-style-type: none"> 1. Promote brand awareness 2. Deal with customers 3. Shelve product at outlet 	50
OU-AFP-SP-04-L3-V1	Perform Sales Call Cycle	<ol style="list-style-type: none"> 1. Interpret steps of sales call 2. Build relationship with customers 3. Strategize for increasing sales 	50
OU-AFP-SP-05-L3-V1	Perform Sales Audit and Reporting	<ol style="list-style-type: none"> 1. Interpret auditing tools 2. Carry out sales audit 	40
OU-AFP-SP-06-L3-V1	Control Product Damage and Market Return	<ol style="list-style-type: none"> 1. Perform daily monitoring 2. Perform product damage control 3. Manage market returns 	40
OU-AFP-SP-07-L3-V1	Perform Sales Automation	<ol style="list-style-type: none"> 1. Login sales software 2. Create customer profile and record sales call 3. Create reports 	20
Total Hours			275

Generic Units of Competencies

Unit Code and Title	GU-02-L3-V1: Demonstrate Interpersonal and Communication Skills
Nominal Hours	15 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitude required to demonstrate interpersonal and communication skills. It specifically includes applying interpersonal skills at the workplace, understanding and communicating information and ideas, preparing and presenting reports and documents.
Elements of Competency	Performance Criteria (<u>Bold & Underlined</u> terms are elaborated in the Range of Variables)
1. Apply interpersonal skills at the workplace	1.1 <u>Workplace interpersonal skills</u> are interpreted. 1.2 The impacts of interpersonal skills are described. 1.3 Interpersonal skills are performed in accordance with workplace procedures. 1.4 <u>Ways of improving interpersonal skills</u> are identified and followed.
2. Understand and communicate information and ideas	2.1 <u>Communication tools and equipment</u> are operated, and faults are identified and reported. 2.2 Consultative processes is used to collect and convey information. 2.3 Information systems is used to store, retrieve and update information. 2.4 Information data and information are analyzed and interpreted. 2.5 Information is communicated with individuals and groups.
3. Prepare and present reports and workplace documents	3.1 <u>Workplace documents</u> are interpreted. 3.2 Appropriate format for document is used to meet workplace requirements. 3.3 Document is drafted in accordance with workplace procedures. 3.4 Document is edited and presented in a final version

	appropriate to task.
Range of Variables	
Variable	Range (may include but not limited to)
1. Interpersonal skills	1.1 Effective communication 1.2 Cooperation 1.3 Giving and receiving feedback, feed-forward and professional criticism 1.4 Pressure handling 1.5 Time management 1.6 Acceptance of diversity 1.7 Supporting and encouraging others 1.8 Inclusiveness 1.9 Problem solving 1.10 Negotiation 1.11 Conflict management
2. Ways of improving interpersonal skills	2.1 Cultivate a positive outlook 2.2 Ask trusted friends or colleagues for constructive criticism 2.3 Control emotions 2.4 Observe other positive interpersonal interactions 2.5 Practice active listening 2.6 Seek out opportunities to build relationships 2.7 Practice empathy
3. Communication tools and equipment	3.1 Telephone 3.2 Internet 3.3 Mobile Phone 3.4 Fax machines 3.5 Two-way radio
4. Workplace documents	4.1 Business Letters 4.2 Business Reports 4.3 Transactional Documents 4.4 Memos 4.5 Forms 4.5.1 Memorandum 4.5.2 Requisitioning Form 4.5.3 Personnel Form 4.5.4 Safety Report Form
Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Interpreted interpersonal skills 1.2 Communicated information and ideas 1.3 Prepared and presented workplace documents
2. Underpinning Knowledge	2.1 Interpersonal skills 2.2 Impacts of interpersonal skills 2.3 Consultative processes 2.4 Workplace documents

3. Underpinning Skills	3.1 Demonstrating interpersonal skills 3.2 Collecting workplace information 3.3 Analyzing information and ideas 3.4 Preparing workplace documents 3.5 Presenting workplace documents
4. Underpinning Attitudes	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect to rights of peers and seniors in workplace 4.8 Communicate with peers and seniors in workplace
5. Resource Implications	5.1 Workplace Procedure. 5.2 Materials relevant to the proposed activity 5.3 All tools, equipment, material and documentation required. 5.4 Relevant specifications or work instructions.
6. Methods of Assessment	6.1 Written test. 6.2 Demonstration. 6.3 Oral questioning. 6.4 Portfolio.
7. Context of Assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor
Accreditation Requirements Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF/BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	GU-08-L2-V1: Work in a Team Environment
Nominal Hours	20 Hours
Unit descriptor	This unit covers the knowledge, skills and attitudes required to work in a team environment. It specifically includes identify team goals and processes, communicate and cooperate with team members, participate in team discussions, work as a team member and solve problems as a team member.
Elements of Competency	Performance Criteria (<u>Bold & Underlined</u> terms are elaborated in the Range of Variables)
1. Identify team goals and processes	1.1 Team goals and collaborative decision-making processes are identified. 1.2 Role and common goals of the team are defined from available sources of information. 1.3 Team structure, responsibilities and reporting relations are identified from team discussions and other external sources.
2. Communicate and cooperate with team members	2.1 Communication and negotiation skills are applied and maintained in all relevant situations. 2.2 Constructive contributions are made to workplace discussions on such issues as production, quality and safety. 2.3 Goals/ objectives and action plans undertaken in the workplace are communicated promptly. 2.4 Information regarding problems and issues are organized coherently to ensure clear and effective communication. 2.5 Dialogue is initiated with appropriate personnel. 2.6 Communication problems and issues are raised. 2.7 Barriers to communication are identified and resolved.
3. Work as a team member	3.1 Effective forms of communication are used to interact with team members in discussing team activities and objectives. 3.2 Mutual respect, empathy and active collaboration are demonstrated. 3.3 Communication channels are followed as per workplace context.
4. Solve problems as a team member	4.1 Current and potential problems faced by team are identified. 4.2 Problems are investigated and analyzed. 4.3 Potential solutions of problem are identified. 4.4 Recommendations about possible solutions are developed, documented, ranked and presented to team members for decision.
Range of Variables	
Variables	Range (may include but not limited to)

1. Sources of information	1.1 Organizational structures 1.2 Operations Manuals 1.3 Job description 1.4 Standard operating procedures
2. Workplace discussions	2.1 Coordination meetings 2.2 Toolbox discussion 2.3 Peer-to-peer discussion
3. Team members	3.1 Coach/members 3.2 Supervisor/manager 3.3 Peers/colleagues 3.4 Other members/Employee representative of the organization.
4. Workplace context	4.1 National Laws and Statutes 4.2 Standard Operating Procedures 4.3 Workplace Rules and Regulations
Evidence guides The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the unit of competency.	
1. Critical aspects of competency	1.1 Demonstrated knowledge in working in a team environment. 1.2 Satisfied the requirements mentioned in the performance criteria and range of variables.
2. Underpinning knowledge	2.1 Sources of information define 2.2 Team structure, role, and responsibility. 2.3 Individual member's roles and responsibilities. 2.4 Effective verbal communication methods 2.5 Communication flow and reporting structures. 2.6 Interpersonal communication skills. 2.7 Organization requirements for written and electronic communication methods 2.8 Communication problems and issues 2.9 Barriers in communication 2.10 Team planning. 2.11 Team meeting procedures. 2.12 Workplace etiquette. 2.13 Industry maintenance, service and helpdesk practices, processes and procedures. 2.14 Industry standard diagnostic tools. 2.15 Malfunctions and resolutions.

3. Underpinning skill	3.1 Organizing sources of information. 3.2 Identifying the role and responsibility of the team. 3.3 Identifying roles and responsibilities of individual members. 3.4 Identifying effective verbal communication methods. 3.5 Identifying communication flow and reporting structure. 3.6 Identifying interpersonal communication skills 3.7 Complying with organization requirements for the use of written and electronic communication methods. 3.8 Negotiation and communication skills. 3.9 Participating in team discussion. 3.10 Working as a team member. 3.11 Participating in a variety of workplace discussions. 3.12 Effective clarifying and probing skills. 3.13 Identifying issues. 3.14 Identifying current industry standard diagnostic tools. 3.15 Describing common malfunctions and resolutions. 3.16 Determining the root cause of a routine malfunction.
4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Eagerness to learn 4.5 Tidiness and timeliness 4.6 Environmental concerns 4.7 Respect for rights of peers and seniors at workplace 4.8 Communication with peers and seniors at workplace
5. Resource implication	The following resources must be provided: 5.1 Workplace (actual or simulated). 5.2 Relevant materials and equipment. 5.3 Relevant specifications or work instructions.
6. Methods of assessment	Methods of assessment may include but not limited to: 6.1 Written test. 6.2 Demonstration. 6.3 Oral questioning. 6.4 Portfolio.
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified /nominated assessor
Accreditation Requirements Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF/BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	GU-03-L3-V1: Manage Personal and Professional Development
Nominal Hours	10 Hours
Unit descriptor	This unit covers the knowledge, skills and attitudes required to demonstrate the concept of personal and professional development. It specifically includes interpreting personal development skills, setting and meeting work priorities, maintaining professional growth and development.
Elements of Competency	Performance Criteria <u>(Bold & Underlined</u> terms are elaborated in the Range of Variables)
1. Interpret personal development skills	1.1 Objectives of personal development skills are described. 1.2 <u>Personal development skills</u> are identified. 1.3 Intra and Interpersonal relationships are maintained in the course of managing oneself. 1.4 Self-analysis is performed and personal development needs are identified.
2. Set and meet self-development priorities	2.1 Tasks are prioritized to achieve personal, team and organizational goals and objectives. 2.2 <u>Resources</u> are utilized efficiently and effectively to manage work priorities and commitments. 2.3 Economic usage and maintenance of facilities are followed as per established procedures.
3. Maintain professional growth and development	3.1 Pro activeness/zeal is demonstrated in fulfilling personal and professional growth requirements. 3.2 <u>Trainings and career opportunities</u> are identified and accessed based on job requirements. 3.3 <u>Recognitions</u> are sought/ received and demonstrated as proof of career advancement. 3.4 <u>Licenses and/or certifications</u> relevant to the job and career are obtained and renewed
Range of Variables	
Variables	Range (may include but not limited to):
1. Personal Development skills	1.1 Problem-solving 1.2 Self-confidence 1.3 Adaptability 1.4 Integrity 1.5 Work ethic 1.6 Pro-activeness
2. Resources	2.1 Human 2.2 Financial 2.3 Technology

3. Trainings and career opportunities	3.1 Participation in training programs 3.1.1 Technical 3.1.2 Supervisory 3.1.3 Managerial 3.1.4 Continuing Education 3.2 Serving as Resource Persons in conferences and workshops
4. Recognitions	4.1 Recommendations 4.2 Citations 4.3 Certificate of Appreciations 4.4 Commendations 4.5 Awards 4.6 Tangible and Intangible Rewards
5. Licenses and/or certifications	5.1 National Certificates 5.2 Certificate of Competency 5.3 Support Level Licenses 5.4 Professional Licenses
Evidence guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the unit of competency.	
1. Critical aspects of competency	1.1 Attained personal development skills. 1.2 Maintained intra and interpersonal relationship in the course of managing oneself. 1.3 Prioritized tasks according to work commitments. 1.4 Identified training and career opportunities. 1.5 Completed trainings based on the requirements of the industries. 1.6 Acquired and maintained licenses and/or certifications according to the requirement of the qualification.
2. Underpinning knowledge	2.1 Importance of personal development skills. 2.2 Organizational policies relevant to training and professional growth. 2.3 Company operations, procedures and standards. 2.4 Resources in work environment.
3. Underpinning skill	3.1 Utilizing and improving personal development skills 3.2 Maintaining Intra and Interpersonal relationship 3.3 Utilizing communication skills 3.4 Prioritizing tasks in accordance with work commitment. 3.5 Utilizing resources efficiently and effectively
4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in workplace
5. Resource implication	The following resources must be provided: 5.1 Workplace or assessment location. 5.2 Case studies/scenarios.

6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Written test.</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning.</p> <p>6.4 Portfolio.</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in NSDA accredited assessment centre</p> <p>7.2 Assessment should be done by a NSDA certified/nominated assessor</p>
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF/BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Sector Specific Units of Competencies

Unit Code and Title	SU-AFP-SP-01-L2-V1: Work in the Food Industry
Nominal Hours	20 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to work in the food industry. It specifically includes identifying job roles and responsibilities in the food industries, identifying and observe OSH in the food industries, planning work activities and working with others.
Element of Competency	Performance Criteria <u>(Bold & underlined)</u> terms are elaborated in the Range of Variables)
1. Identify job roles and responsibilities in the food industry	1.1 <u>Job roles and responsibilities</u> in the food industry are identified. 1.2 Employee relationships within the food industry are identified.
2. Identify and observe OSH in the food industry	2.1 Occupational Health and Safety (OSH) in the food industry is identified and observed. 2.2 Safe work practices are followed when using equipment in the work environment.
3. Plan work activities	3.1 Common goals, objectives and tasks are identified and clarified with appropriate persons. 3.2 Individual tasks are determined and agreed on according to workplace environment.
4. Work with others	4.1 <u>Effective interpersonal skills</u> are applied to interact with others and to contribute to activities and objectives. 4.2 Assigned tasks are performed in accordance with job requirements, specifications and workplace environment. 4.3 <u>Work requirements</u> are confirmed with colleagues.
Range of Variables	
Variable	Range (may include but not limited to):
1. Job roles and responsibilities	1.1 Dealer/distributor selection. 1.2 Preparing demand order. 1.3 Order collection. 1.4 Cash confirmation. 1.5 Ensure product availability in dealer point. 1.6 Ensure delivery. 1.7 Mitigate market complaints 1.8 Product reallocation 1.9 Product Merchandising 1.10 Damage management 1.11 Documentation/reporting.

2. Effective interpersonal skills	2.1 Basic listening and speaking skills 2.2 Use of terminology and jargon 2.3 Communicating and receiving feedback 2.4 Interpretation of instructions, and basic principles of effective communication
3. Requirements	3.1 Requirements as directed in verbal modes or written in specification or procedures
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of the Units of Competency.	
1. Critical aspects of competency	1.1 Identified job roles and responsibilities in the food industry. 1.2 Identified and observe OSH in the food industry. 1.3 Planed work activities. 1.4 Worked with others.
2. Underpinning knowledge	2.1 Positive attitudes for work others. 2.2 Identify own task. 2.3 Food sector in Bangladesh. 2.4 Job opportunity. 2.5 Salary structure for food worker. 2.6 Written and oral language communication. 2.7 Occupational Health and Safety (OSH).
3. Underpinning skills	3.1 Identifying task. 3.2 Communicating with coworkers. 3.3 Communicating with supervisor. 3.4 Writing report.
4. Required attitudes	4.1 Commitment to occupational health and safety. 4.2 Sincere and honest to duties. 4.3 Promptness in carrying out activities. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect of peers and seniors at workplace. 4.8 Communicate with peers and seniors at workplace.
5. Resource implications	The following resources must be provided: 5.1 Workplace (actual or simulated). 5.2 Tools, equipment and facilities appropriate to the process or activity. 5.3 Materials relevant to the proposed activity.
6. Methods of assessment	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio.
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF/BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	SU-AFP-SP-02-L2-V1: Follow Quality and Food Safety Programs
Nominal Hours	20 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to follow quality and food safety programs. It specifically includes observing OSH practices, practicing personal hygiene and good grooming standards; following safe food handling and sanitation practices; monitoring quality of work outcome; and identifying and acting on quality deficits and/or safety hazards.
Elements of Competency	Performance Criteria <u>(Bold & underlined</u> terms are elaborated in the Range of Variables)
1. Observe OSH practices	<p>1.1 Housekeeping standards are maintained in the workplace following Occupational Safety and Health (OSH) requirements.</p> <p>1.2 Personal hygiene is maintained and <u>Personal Protective Equipment (PPE)</u> worn as per OSH requirements.</p> <p>1.3 Equipment is cleaned for production and hygiene requirements.</p>
2. Practice personal hygiene and good grooming standards	<p>2.1 Personal hygiene and good grooming are practiced in line with workplace health and safety requirements.</p> <p>2.2 Health conditions and/or illness are reported as required by the food safety program.</p> <p>2.3 <u>Clothing and footwear</u> are appropriate for the food handling task and meets the requirements of the food safety program.</p> <p>2.4 Movement around the workplace complies with the food safety program.</p>
3. Follow safe food handling and sanitation practices	<p>3.1 <u>Food handling</u> requirements are identified.</p> <p>3.2 Safe food handling practices are followed in line with workplace sanitation regulations and the food safety code.</p> <p>3.3 The workplace is maintained in a clean and tidy order to meet workplace standards.</p>
4. Monitor quality of work outcome	<p>4.1 Quality requirements are identified.</p> <p>4.2 Inputs are inspected to confirm capability to meet quality requirements.</p> <p>4.3 Work is conducted and monitored to produce required outcomes.</p>

5. Identify and act on quality deficits and/or food safety hazards	<p>5.1 Work area, materials, equipment and product are routinely checked to ensure compliance with quality and / or food safety requirements.</p> <p>5.2 <u>Processes, practices or conditions</u> that are not consistent with quality standards or food safety program are identified.</p> <p>5.3 Quality variations and / or <u>food safety</u> hazards are rectified or removed within the level of responsibility and in accordance with workplace procedures.</p> <p>5.4 Quality variations and / or food safety outside the scope of individual responsibility are reported to appropriate personnel according to workplace reporting requirements.</p>
Range of Variables	
Variable	Range (may include but not limited to):
1 Personal Protective Equipment (PPE)	<p>1.1 Apron</p> <p>1.2 Protective clothing</p> <p>1.3 Gloves</p> <p>1.4 Hair net</p> <p>1.5 Other PPE as per OSH requirements</p>
2. Clothing and footwear	<p>2.1 Purpose designed overalls or uniforms</p> <p>2.2 Hair-nets</p> <p>2.3 Beard snoods</p> <p>2.4 Gloves</p> <p>2.5 Overshoes</p>
3. Food handled and stored	<p>3.1 Raw materials</p> <p>3.2 Consumables</p> <p>3.3 Part-processed product</p> <p>3.4 Finished product</p> <p>3.5 Cleaning materials</p>
4. Processes, practices or conditions	<p>4.1 Methods of receiving and storing food</p> <p>4.2 Food preparation</p> <p>4.3 Cooking</p> <p>4.4 Holding</p> <p>4.5 Cooling</p> <p>4.6 Chilling and reheating</p> <p>4.7 Packaging</p> <p>4.8 Disposal</p>
5. Food safety	<p>5.1 Failure to check delivery temperatures of potentially hazardous chilled food</p> <p>5.2 Failure to place temperature-sensitive food in temperature- controlled storage conditions promptly</p> <p>5.3 Failure to wash hands when required</p> <p>5.4 Use of cloths for unsuitable purposes</p>
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of the Units of Competency.	

1. Critical aspects of competency	1.1 Observed OSH practices. 1.2 Practiced personal hygiene and good grooming standards. 1.3 Followed safe food handling and sanitation practices. 1.4 Monitored quality of work outcome. 1.5 Identified and acted on quality deficits and/or food safety hazards.
2. Underpinning knowledge	2.1 Practice personal hygiene. 2.2 Rules and regulations to produce quality and safety in food. 2.3 Control measures for food safety. 2.4 Food safety hazards. 2.5 Cleaning, sanitation and waste storage and disposal practices. 2.6 Food safety procedures. 2.7 Monitor quality of work outcome. 2.8 Job roles, responsibilities and compliance.
3. Underpinning skills	3.1 Practicing personal hygiene and good grooming in line with workplace health and safety requirements. 3.2 Identifying food rules and regulations, food grade preservatives and food additives to meet food production safety requirements according to BSTI. 3.3 Controlling the measures for minimizing food contamination for food safety (for example keeping out micro-organisms, maintenance of anaerobic conditions, use of low temperatures, drying, use of chemical preservatives etc.). 3.4 Performing waste collection, recycling, handling and disposal. 3.5 Performing food safety procedures such as: checking delivery temperatures of potentially hazardous chilled food, placing temperature-sensitive food in temperature-controlled storage conditions promptly, washing hands when required, use of cloths for unsuitable purposes. 3.6 Performing food safety and quality responsibilities and requirements relating to the work area. 3.7 Responding quickly and to take safety precautions for different hazardous situations.
4. Required attitudes	4.1 Commitment to occupational health and safety. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concern. 4.7 Respect to peers and seniors at workplace. 4.8 Communicate with peers and seniors at workplace.
5. Resource implications	The following resources must be provided: 5.1 Workplace (actual or simulated) 5.2 Tools, equipment and facilities appropriate to processes or activities 5.3 Materials relevant to the proposed activity.

6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p> <p>6.4 Portfolio.</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in NSDA accredited assessment centre</p> <p>7.2 Assessment should be done by a NSDA certified /nominated assessor</p>
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF/BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Occupation Specific Units of Competencies

Unit Code and Title	OU-AFP-SP-01-L3-V1: Apply Sales Protocol in Business Environment
Nominal Hours	40 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to apply sales protocol and product outlet management. It specifically includes demonstrating knowledge on organization and products, identifying working areas, maintaining etiquette and personal grooming, analyzing & processing sales data and reporting sales data and information.
Elements of Competency	Performance Criteria (<u>Bold & underlined</u> terms are elaborated in the Range of Variables)
1. Demonstrate knowledge on organization and products	1.1 Organizational visions and missions are interpreted. 1.2 Organizational structure of sales and marketing department are described. 1.3 Products of the company are identified. 1.4 Features of the products are described.
2. Identify working areas	2.1 <u>Sources of information</u> in working areas are identified. 2.2 Sources of information in the working areas are interpreted. 2.3 Work activities are planned and progress of work is communicated. 2.4 Work activities are completed. 2.5 Difficulties are identified and corrective measures are taken.
3. Maintain etiquette and personal grooming	3.1 Professional etiquette and personal grooming are interpreted. 3.2 Dress code are identified and followed as per organizational standard.
4. Analyze and Process sales data	4.1 Sales data and information is collected. 4.2 Sales data of competitors is collected. 4.3 Collected sales data are analyzed and processed.
5. Report sales data and information	5.1 Findings and recommendations are summarized. 5.2 Reports are generated. 5.3 Reports are submitted to the concerned authority.
Range of Variables	
Variable	Range (may include but not limited to)
1. Sources of information	1.1 Consumer 1.2 Retailer 1.3 Dealer/Distributor 1.4 Market survey 1.5 Competitor

	1.6 Digital media 1.7 R&D department 1.8 Brand promoter
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet all requirements of current version of the Units of Competency.	
1. Critical aspects of competency	1.1 Demonstrated knowledge on organization and products. 1.2 Identified working areas. 1.3 Maintained etiquette and personal grooming. 1.4 Analyzed and Processed sales data. 1.5 Reported sales data and information.
2. Underpinning knowledge	2.1 Demonstrate knowledge on organization and products 2.2 Structure of sales and marketing department 2.3 Professional etiquette and dress code. 2.4 Sources of information. 2.5 Data interpreting process.
3. Underpinning skills	3.1 Planning and communicating self-work activities. 3.2 Completing work activities. 3.3 Identifying difficulties and taking corrective measures. 3.4 Collecting and using data. 3.5 Summarizing and presenting findings and recommendations. 3.6 Generating and submitting daily report.
4. Required attitudes	4.1 Commitment to occupational health and safety. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Environmental concerns. 4.5 Eagerness to learn. 4.6 Tidiness and timeliness. 4.7 Respect for rights of peers and seniors in workplace. 4.8 Communication with peers and seniors in workplace.
5. Resource implications	The following resources should be provided: 5.1 Workplace (actual or simulated). 5.2 Tools, equipment and facilities appropriate to the process or activity. 5.3 Materials relevant to the proposed activities.
6. Methods of assessment	Methods of assessment may include but not limited to: 6.1 Written test. 6.2 Demonstration. 6.3 Oral questioning. 6.4 Portfolio.

7. Context for assessment	<p>7.1 Competency assessment must be done in NSDA accredited assessment centre</p> <p>7.2 Assessment should be done by a NSDA certified/nominated assessor</p>
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Accreditation Requirements

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Unit Code and Title	OU-AFP-SP-02-L3-V1: Develop Sales Plan and Strategies
Nominal Hours	50 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to apply basic sales skills. It specifically includes interpreted sales terminology, defined market segmentation, analyzed and planned sales target.
Elements of Competency	Performance Criteria <u>(Bold & underlined)</u> terms are elaborated in the Range of Variables)
1. Interpret sales terminology	1.1 <u>Sales terminology</u> is identified. 1.2 Sales terminology is interpreted.
2. Define market segmentation	2.1 Product category is defined ((tangible & intangible), goodwill, brand value). 2.2 Customer demographic is interpreted (Age, Culture, Attitude, Behavior etc.) 2.3 Geographic knowledge is described (customer choice, weather conditions).
3. Analyze and sales target	3.1 Target is fixed 3.2 Allocated target based on market analyze is interpreted. 3.3 Sales plan is prepared for achieving allocated target. 3.4 Sales strategies are developed for target achievement.
Range of variables	
Variable	Range (may include but not limited to):
1. Basic sales terminology	1.1 Lifting (Primary sale) 1.2 Secondary sale 1.3 Productive call 1.4 Merchandizing 1.5 Line per call. 1.6 Strike rate. 1.7 Route map. 1.8 Value chain (DP, TP and MRP) 1.9 FEFO. 1.10 FIFO. 1.11 LIFO. 1.12 Shelf-life. 1.13 Stock Keeping Unit (SKU) 1.14 Credit limit 1.15 Distribution width and depth
Evidence Guide	
Evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of Units of Competency.	
1. Critical aspects of competency	1.1 Interpreted sales terminology. 1.2 Defined market segmentation. 1.3 Analyzed and planned sales target.

2. Underpinning knowledge	2.1 Sales terminology. 2.2 Market segmentation. 2.3 Product category.
3. Underpinning skills	3.1 Expanding new area. 3.2 Preparing plan for achievement. 3.3 Interpreting consumer culture and attitudes. 3.4 Describing Geographical knowledge.
4. Required attitudes	4.1 Commitment to occupational health and safety. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Environmental concerns. 4.5 Eagerness to learn. 4.6 Tidiness and timeliness. 4.7 Respect for rights of peers and seniors in workplace. 4.8 Communication with peers and seniors in workplace.
5. Resource implications	The following resources must be provided: 5.1 Workplace (actual or simulated). 5.2 Tools, equipment and facilities appropriate to the process or activity. 5.3 Materials relevant to the proposed activity.
6. Method of assessment	Methods of assessment may include but not limited to: 6.1 Written test. 6.2 Demonstration. 6.3 Oral questioning. 6.4 Portfolio.
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor
Accreditation Requirements Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF/BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	OU-AFP-SP-03-L3-V1: Apply Merchandising Process
Nominal Hours	50 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to apply merchandising process. It specifically includes promoting brand awareness, dealing customers, and shelving product at outlet.
Elements of Competency	Performance Criteria <u>(Bold & underlined)</u> terms are elaborated in the Range of Variables)
1. Promote brand awareness	1.1 <u>Branding tools</u> are identified and applied. 1.2 Consumers are informed about branding tools. 1.3 Product demands are created.
2. Deal with customers	2.1 Customer patterns are identified. 2.2 Customer buying capacity are identified. 2.3 Features of the product are explained to the customer. 2.4 Customer requirements are fulfilled.
3. Shelf product at outlet	3.1 Suitable places are identified for product shelving. 3.2 Shelves are categorized based on <u>level</u> . 3.3 Product are shelved according to product category.
Range of variables	
Variable	Range (may include but not limited to):
1. Branding tools	1.1 Above The Line (ATL) 1.1.1 TV 1.1.2 Radio 1.1.3 Billboard 1.1.4 Cable network 1.1.5 Electronic and Print Media 1.1.6 Social media 1.2 Below The Line (BTL) 1.2.1 Trade offer/promotional offer 1.2.2 Leaflet, Poster, Banner, Dangler, festoon 1.2.3 Trade fair / exhibition
2. Level	2.1 Stretch level 2.2 Eye level 2.3 Touch level 2.4 Stoop level
Evidence Guide	
Evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of Units of Competency.	
1. Critical aspects of competency	1.1 Promoted brand awareness. 1.2 Dealt with customers. 1.3 Shelved product at outlet.

2. Underpinning knowledge	2.1 Brand tools. 2.2 Consumer patterns. 2.3 Consumer buying capacity. 2.4 Consumer requirements.
3. Underpinning skills	3.1 Applying brand tools. 3.2 Creating product demands. 3.3 Fixing eye level. 3.4 Performing product shelving.
4. Required attitudes	4.1 Commitment to occupational health and safety. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Environmental concerns. 4.5 Eagerness to learn. 4.6 Tidiness and timeliness. 4.7 Respect for rights of peers and seniors in workplace. 4.8 Communication with peers and seniors in workplace.
5. Resource implications	The following resources must be provided: 5.1 Workplace (actual or simulated). 5.2 Tools, equipment and facilities appropriate to the process or activity. 5.3 Materials relevant to the proposed activity.
6. Method of assessment	Methods of assessment may include but not limited to: 6.1 Written test. 6.2 Demonstration. 6.3 Oral questioning. 6.4 Portfolio.
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor
Accreditation Requirements Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF/BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	OU-AFP-SP-04-L3-V1: Perform Sales Call Cycle
Nominal Hours	55 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform sales call cycle. It specifically includes interpreting steps of sales call, building relationship with customers and strategizing for increasing sales.
Elements of Competency	Performance Criteria (Bold & underlined terms are elaborated in the Range of Variables)
1. Interpret steps of sales call	1.1 <u>Sales Steps</u> are described. 1.2 Greeting procedures for customers are demonstrated. 1.3 Product shelves are checked. 1.4 Sales calls are executed.
2. Build relationship with customers	2.1 Mental, physical and emotional situation of the customer are interpreted. 2.2 Common interests with the customers are sought out. 2.3 Compliments are made to the customers. 2.4 Strong rapports are built with the customers by effective communication. 2.5 Customers are communicated about new products based on business interests.
3. Strategize for increasing sales	3.1 Potential area for sales is identified. 3.2 New outlets are visited to promote products. 3.3 Orders are collected based on stock and SKU. 3.4 Sales volumes per memo are increased.
Range of variables	
Variable	Range (may include but not limited to):
1. Sales steps	1.1 Preparation 1.2 Approaching customers 1.3 Store checking 1.4 Merchandising 1.5 Collecting orders 1.6 Executing orders 1.7 Follow up.
Evidence Guide Evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of Units of Competency.	
1. Critical aspects of competency	1.1 Interpreted steps of sales call. 1.2 Built relationship with customers. 1.3 Strategized for increasing sales

2. Underpinning knowledge	2.1 Greeting procedures. 2.2 Sales steps 2.3 Types of order. 2.4 Customer relationships. 2.5 Potential area.
3. Underpinning skills	3.1 Checking out product shelves. 3.2 Identifying potential area 3.3 Executing sales calls. 3.4 Collecting order. 3.5 Maintaining good relation with customer. 3.6 Increasing sales volume.
4. Required attitudes	4.1 Commitment to occupational health and safety. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Environmental concerns. 4.5 Eagerness to learn. 4.6 Tidiness and timeliness. 4.7 Respect for rights of peers and seniors in workplace. 4.8 Communication with peers and seniors in workplace.
5. Resource implications	The following resources must be provided: 5.1 Workplace (actual or simulated). 5.2 Tools, equipment and facilities appropriate to the process or activity. 5.3 Materials relevant to the proposed activity.
6. Method of assessment	Methods of assessment may include but not limited to: 6.1 Written test. 6.2 Demonstration. 6.3 Oral questioning. 6.4 Portfolio.
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor
Accreditation Requirements Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF/BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	OU-AFP-SP-05-L3-V1: Perform Sales Audit and Reporting
Nominal Hours	40 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform sales audit and reporting. It specifically includes interpreting auditing tools and carrying out market audit.
Elements of Competency	Performance Criteria (<u>Bold & underlined</u> terms are elaborated in the Range of Variables)
1. Interpret auditing tools	1.1 Importance of sales audit is interpreted. 1.2 <u>Auditing tools</u> for sales representatives are identified. 1.3 Usage of auditing tools are explained.
2. Carry out sales audit	2.1 Non-covered outlets are identified. 2.2 Product sales call system is reviewed. 2.3 Trade offer are communicated. 2.4 Implementation of trade offer is monitored. 2.5 Anomalies in sales information are identified. 2.6 Variation in product sale price is monitored. 2.7 Damaged and returned products are checked 2.8 Audit report is prepared and submitted.
3. Carry out physical stock audit	3.1 Distributor's physical stock is checked; 3.2 SKU availability is checked;
Range of variables	
Variable	Range (may include but not limited to):
1. Auditing tools	1.1 Activity notebook 1.2 Route Chart 1.3 Target analysis (product wise, route wise & market wise) 1.4 Market (outlet) visit 1.5 Movement logbook.
Evidence Guide	
Evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of Units of Competency.	
1. Critical aspects of competency	1.1 Interpreted auditing tools. 1.2 Carried-out sales audit.
2. Underpinning knowledge	2.1 Importance of sales audit. 2.2 Auditing tools. 2.3 Trade offer corruption. 2.4 Fake sales information.

3. Underpinning skills	3.1 Checking product call system. 3.2 Checking product rate. 3.3 Checking damage/market return. 3.4 Producing and submitting audit report.
4. Required attitudes	4.1 Commitment to occupational health and safety. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Environmental concerns. 4.5 Eagerness to learn. 4.6 Tidiness and timeliness. 4.7 Respect for rights of peers and seniors in workplace. 4.8 Communication with peers and seniors in workplace.
5. Resource implications	The following resources must be provided: 5.1 Workplace (actual or simulated). 5.2 Tools, equipment and facilities appropriate to the process or activity. 5.3 Materials relevant to the proposed activity.
6. Method of assessment	Methods of assessment may include but not limited to: 6.1 Written test. 6.2 Demonstration. 6.3 Oral questioning. 6.4 Portfolio.
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor
Accreditation Requirements Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF/BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	OU-AFP-SP-06-L3-V1: Control of Product Damage and Market Return
Nominal Hours	40 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to maintain damage control and market return. It specifically includes performing daily monitoring, performing product damage control and managing market returns.
Elements of Competency	Performance Criteria (<u>Bold & underlined</u> terms are elaborated in the Range of Variables)
1. Perform daily monitoring	1.1 Product shelf life is monitored; 1.2 Sales returns are identified. 1.3 Product damage is declared 1.4 Return record is kept. 1.5 Proper storing system is maintained.
2. Perform product damage control	2.1 <u>Damage causes</u> are identified and analyzed. 2.2 FEFO/FIFO methods are followed. 2.3 Stock register is maintained. 2.4 Stacking policy is maintained. 2.5 Storing policy is followed. 2.6 Product is handled as per company guidelines.
3. Manage market returns	3.1 Damaged products in outlet are identified. 3.2 Report is prepared for damaged products. 3.3 Damage product is reconciled with the customer. 3.4 Damage products are collected from outlet. 3.5 Report on damaged products is submitted to concerned authority. 3.6 Damage product is returned to relevant unit. 3.7 Damage product is adjusted as per company policy.
Range of variables	
Variable	Range (may include but not limited to):
1. Damage causes	1.1 Production defect 1.2 Expiration of product shelf life 1.3 Transportation fault 1.4 Storing problem 1.5 Floor damage 1.6 Poor ventilation 1.7 Rain water 1.8 Poor relations with outlets 1.9 Pest/Insect damage

	1.10 Over stock 1.11 Wrong outlet selection
Evidence Guide Evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of Units of Competency.	
1. Critical aspects of competency	1.1 Performed daily monitoring. 1.2 Performed product damage control. 1.3 Managed market return.
2. Underpinning knowledge	2.1 Sales return. 2.2 Damage causes. 2.3 Stacking and storing policies.
3. Underpinning skills	3.1 Keeping daily return record. 3.2 Declaring product damage. 3.3 Maintaining FEFO/FIFO. 3.4 Preparing damage product report. 3.5 Returning damage product with report to concern. 3.6 Adjusting damage product as per company policy.
4. Required attitudes	4.1 Commitment to occupational health and safety. 4.2 Environmental concerns. 4.3 Tidiness and timeliness. 4.4 Respect for rights of peers and seniors in workplace. 4.5 Communication with peers and seniors in workplace.
5. Resource implications	The following resources must be provided: 5.1 Workplace (actual or simulated) 5.2 Tools, equipment and facilities appropriate to the process or activity 5.3 Materials relevant to the proposed activity.
6. Method of assessment	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio.
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor
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Unit Code and Title	OU-AFP-SP-07-L3-V1: Perform Sales Automation
Nominal Hours	20 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform sales automation. It specifically includes interpreting steps of Customer enlistment, Sales call record online stock monitoring, sales reporting that improved sales monitoring.
Elements of Competency	Performance Criteria <u>(Bold & underlined)</u> terms are elaborated in the Range of Variables)
1. Login sales software	1.1 Sales automation software is logged in for personal use; 1.2 Operation of all functional menus are demonstrated; 1.3 Own attendance in Sales automation Software is ensured; 1.4 Route plan in Sales automation Software is created; 1.5 Sales plan in Sales automation Software is created;
2. Create customer profile and record sales call	2.1 Customer information in Sales automation software is entered; 2.2 Sales call based on available products is made. 2.3 Sales call is closed after confirmation from customer; 2.4 Customers feedback is received and recorded in Sales automation software. 2.5 Sales and stocks are monitored; 2.6 Distributor stock is monitored;
3. Create reports	3.1 <u>Reports</u> are selected and checked 3.2 Stock availability is checked; 3.3 Sales lead tracking is done; 3.4 Shopwise sale is monitored; 3.5 Leave and outstation are applied; 3.6 Sales reports are prepared; 3.7 TA, DA and others allowance bills are submitted;
Range of variables	
Variable	Range (may include but not limited to):
1. Reports	1.1 Sales report 1.2 Customers lifting report 1.3 Stock report 1.4 Attendance report 1.5 Sales call execution report
Evidence Guide	
Evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of Units of Competency.	

1. Critical aspects of competency	1.1 Interpreted steps of sales call. 1.2 Built relationship with customers. 1.3 Strategized for increasing sales
2. Underpinning knowledge	2.1 Greeting procedures. 2.2 Sales steps 2.3 Types of order. 2.4 Customer relationships. 2.5 Potential area.
3. Underpinning skills	3.1 Checking out product shelves. 3.2 Identifying potential area 3.3 Executing sales calls. 3.4 Collecting order. 3.5 Maintaining good relation with customer. 3.6 Increasing sales volume.
4. Required attitudes	4.1 Commitment to occupational health and safety. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Environmental concerns. 4.5 Eagerness to learn. 4.6 Tidiness and timeliness. 4.7 Respect for rights of peers and seniors in workplace. 4.8 Communication with peers and seniors in workplace.
5. Resource implications	The following resources must be provided: 5.1 Workplace (actual or simulated). 5.2 Tools, equipment and facilities appropriate to the process or activity. 5.3 Materials relevant to the proposed activity.
6. Method of assessment	Methods of assessment may include but not limited to: 6.1 Written test. 6.2 Demonstration. 6.3 Oral questioning. 6.4 Portfolio.
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor

Accreditation Requirements

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Experts involved

Task Analysis Workshop

CISC-SEIP team along with the process expert, industry expert and academician who provide their valuable inputs to construct this Competency Standards. Task Analysis Workshop was held on 30th June 2021 at the CISC conference room with the participation of the following members:

S.N.	Name	Organization	Designation
1.	SK Abdul Mannan	Construction Industry Skills Council (CISC)	Chief Executive Officer (CEO)
2.	Md. Reazul Islam	Hope Agronomic & Feed Mills Ltd.	GM
3.	Mir Shamsul Alam	Meghna Group of Industries	DGM-HR (FMCG)
4.	Shumana Alamgir	IFAD Multi Products Ltd.	AGM
5.	Md. Hasibul Sahid	Construction Industry Skills Council (CISC)	Process Expert
6.	Khan Md. Ahsan Al Salam	SEIP-BAPA Project	Coordinator, Job Placement & Database
7.	B. M. Mofizur Rahman	Construction Industry Skills Council (CISC)	CD&TE
8.	Md. Asaduzzaman	Construction Industry Skills Council (CISC)	A&C Exe.
9.	Md. Mohsin	Construction Industry Skills Council (CISC)	LMI & Research Exe.
10.	Md. Khairul Islam	Construction Industry Skills Council (CISC)	Office Secretary

CS Development Workshop

CISC-SEIP team along with the process expert, industry expert and academician who provide their valuable inputs to construct this Competency Standards. Development Workshop was held on 04th Oct 2021 at the CISC conference room with the participation of the following members:

S.N.	Name	Organization	Designation
1.	SK Abdul Mannan	Construction Industry Skills Council (CISC)	Chief Executive Officer (CEO)
2.	Mr. Nowsher Ahmed Faruque	Max Pure Food & Beverages Ltd.	General Manager
3.	Mr. Masud Parvej	PRAN-HRM, Training and Development, PRAN-RFL Group	Deputy Manager
4.	Mr. Shariful Islam	Rani Food Industries Ltd.	Asst. General Manager,
5.	Md. Iqbal Hossain	PRAN-HRM, Training and Development, PRAN-RFL Group	Assistant Manager
6.	Md. Hasibul Sahid	Construction Industry Skills Council (CISC)	Consultant (National) (Process Expert)
7.	Khan Md. Ahsan Al Salam	SEIP-BAPA Project	Coordinator, Job Placement & Database
8.	B. M. Mofizur Rahman	Construction Industry Skills Council (CISC)	CD&TE
9.	Md. Mohsin	Construction Industry Skills Council (CISC)	LMI & Research Exe.
10.	Md. Khairul Islam	Construction Industry Skills Council (CISC)	Office Secretary

Review and Validation Workshop

Review and validation workshop were held on 27 April 2022 at the SEIP conference room with the participation of the following members:

S.N	Name	Organization	Designation
1	Mr. Mohammed Yasin	SEIP	DEPD (Public)
2	Mr. Md. Sanwar Jahan Bhuiyan	SEIP	DEPD (Private-1)
3	Ms. Rownak Jahan	SEIP	AEPD (Public-2)
4	Ms. Sadia Sharmin	SEIP	AEPD (Privet-3)
5	Mr. Anwarul Kabir	SEIP	AEPD (Private-2)
6	Mr. Shariful Islam	Rani Food Industries Ltd.	Asst. General Manager
7	Mr. Masud Parvej	PRAN-RFL Group.	Deputy Manager, Training and Development
8	Ms. Shumana Alamgir	IFAD Multi Products Ltd.	Asst. General Manager
9	Mr. Md. Nurul Islam	BAPA-SEIP PIU	Chief Coordinator
10	Mr. Khan Md. Ahsan Al Salam	BAPA-SEIP PIU	Coordinator-Job Placement & Database
11	Mr. Sk Abdul Mannan	CISC	Chief Executive Officer
12	Engr. B. M. Mofizur Rahman	CISC	Curriculum Development & Training Executive
13	Mr. Mohiuzzaman	SEIP	Course Specialist
14	Mr. Md. Nurul Islam	SEIP	TVET Specialist
15	Mr. Md. Wazed Ali	SEIP	TVET Specialist
16	Mr Saifuzzaman Mia	SEIP	Quality Assurance Officer
17	Mr Mursil Mahmud	SEIP	Quality Assurance Officer
18	Mr. Riad Mashrub Shourov	SEIP	Quality Assurance Officer
19	Mr. Md. Amir Zahan	SEIP	Quality Assurance Officer
20	Mr. Guljar Hossain	SEIP	Quality Assurance Officer

Validation of Competency Standard

The Competency Standards for National Skills Certificate in Sales Professional, Level- 3 is validated by NSDA 30 August 2023.

List of Members

Sl No	Name and Address	Position in the committee	Signature
1.	Md. Shafiqur Rahman Bhuiyan, Chairman, Agro-food ISC, Mobile: 01711-228747, Email: chairman.ceafs@gmail.com	Chairperson	
2.	Musharaf Hossain Bhuiyan, Head of Marketing, Danish Foods Ltd, Mobile: 01755-644460, Email: musharaf@phgbd.com	Member	
3.	Sohrab Hossain, Additional General Manager (SMC), Mobile:8801952534822 Mail: Sohrab.hossain@smc-bd.org	Member	
4.	Kanai Chakraborty, Assistant Manager-Accounts & Finance, Babylon Agriscience Ltd, Cell: +8801812388466, Email: kanaichakraborty@hotmail.com	Member	
5.	Anupom Chandra Das, Proprietor: KAG Corporation, South Banasree, Dhaka, Mobile: 01715-580676, Email: anupomcdas@gmail.com	Member	
6.	Mohammad Mosharrof Hossain, Chief Executive Officer, Agro-Food ISC, 14, Baponon, Rahat Tower, Banglamotor, Dhaka. Mobile: 01711311173, Email: afiscbd@gmail.com	Member	
7.	Dr. Shariful Islam Dulu, Managing Director, School of sales management, Gulshan, Dhaka, Mobile: 01767-444666, Email: shariful@marktale.com.bd	Member	
8.	Merina Hussain, Director, Bangladesh Women Entrepreneurs Networking for Developing Association, Mobile: 01730-882843, Email: merinasgelbd@gmail.com	Member	
9.	Engr. Abdur Razzaque, Specialist-01, NSDA, Mobile: +88 01742734313, Email: razzaque159@gmail.com	Member	

Workshop Minutes

Government of the People's Republic of Bangladesh
Prime Minister's Office
National Skills Development Authority
 Level: 10-11, Biniyog Bhaban,
 E-6 / B, Agargaon, Sher-E-Bangla Nagar Dhaka-1207, Bangladesh.
 Email: ec@nsda.gov.bd
 Website: www.nsda.gov.bd

Minutes of the Competency Standard Validation Workshop on “Sales Professional” Occupation.

Chairman	Md. Shafiqur Rahman Bhuiyan, Chairman, Agro-food ISC:
Date	: 30 August 2023
Time	: 9:00 am - 4:00 pm
Place	: ISC Conference Room, NSDA, Biniyog Bhaban, Agargaon, Dhaka-1207

The Chairman inaugurated the workshop by welcoming the expert participants attended in the workshop. He urges the participants to share their expert opinion to make the standard effective, job market responsive and updated one. During the day-long workshop, the competency standard of “Sales Professional” occupation was reviewed, modified and finalized in detail. The following changes and modification were made to validate and finalize the competency standard.

Serial No.	Content of validation	Whether it was appropriate		What actions have been taken if not appropriate?
		Yes	No.	
1.	Name and level of occupation		No	The proposed name of the occupation "Sales Professional"
2.	Nominal Hour	Yes		360 hours
3.	Unit of Competency		No.	One new UoC with existing 6 UoC. Name of the new one is <ul style="list-style-type: none"> Perform Sales Automation
4.	Element		No.	<ul style="list-style-type: none"> Total 03 elements are edited
5.	Performance Criteria		No.	<ul style="list-style-type: none"> Total 10 performance criteria edited and finetuned as per elements
6.	Variables		No.	<ul style="list-style-type: none"> 11 new variables are added
7.	Critical Aspect of Competence		No.	<ul style="list-style-type: none"> Necessary changes have been made in the critical aspect of competency according to above changes.
8.	Underpinning knowledge		No.	<ul style="list-style-type: none"> Necessary changes have been made in the underpinning knowledge according to above changes.
9.	Underpinning Skills		No.	<ul style="list-style-type: none"> Necessary addition, changes and finetuning have been made.
10.	Attitude	Yes		
11.	Resources	Yes		
12.	Assessment methods	Yes		

13.	Others			<ul style="list-style-type: none"> • The nominal hours of the units of competencies have been rescheduled for content consideration. • Overall, the occupation has been included in Level-3 according to NSQF (BNQF 1-6).
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Through the above activities, the Competency Standard has been finalized and validated as “**Sales Professional, Level-3**”.

Chairman

Committee on Standard and Curriculum

Validation,

Chairman – Agro-food ISC