

Certificate Specification NFQ Level 6

Retail Management 6M4385

1. Certificate Details

Title	Retail Management
Teideal as Gaeilge	Bainistíocht Mhiondíola
Award Class	Major
Code	6M4385
Level	6
Credit Value	120
Purpose	The purpose of this award is to enable the learner to develop the requisite knowledge, skill and competence to work independently and to take responsibility for the work of others in a range of retail settings and to progress to higher education and training.
Statements of Knowledge, Skill and Competence	Learners will be able to:
Knowledge	
<i>Breadth</i>	Demonstrate specialist knowledge of a range of procedures and techniques currently utilised in the management of retail operations
<i>Kind</i>	Demonstrate understanding of a relevant body of theoretical, conceptual and legal knowledge that underpins effective retail management and customer service
Know How & Skill	
<i>Range</i>	Develop and apply a range of operational skills and management techniques to meet both customer and staffing needs within a retail environment
<i>Selectivity</i>	Formulate and implement appropriate operational and management responses to opportunities and challenges encountered in a retail environment
Competence	

<i>Context</i>	Demonstrate an ability to apply knowledge and skills appropriately and creatively in response to retail specific conditions and operating environments
<i>Role</i>	Take responsibility for effective individual and team performance in response to organisational requirements
<i>Learning to Learn</i>	Reflect on and evaluate established management and retail processes to enhance future individual and organisational development strategies
<i>Insight</i>	Demonstrate an awareness of and insight into the social, ethical and legal responsibilities necessary to drive sustainable growth and consumer loyalty.

The learning outcomes associated with this award are outlined in the associated Component Specifications.

Access To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

Transfer Achievement of this award will enable the learner to transfer to other appropriate programmes leading to awards at the same level of the National Framework of Qualifications.

Progression Achievement of this award will enable the learner to progress to other appropriate programmes leading to awards at the next or higher levels of the National Framework of Qualifications.

Progression Awards Learners who successfully complete this award may progress to a range of different awards.

Grading Pass
Merit
Distinction
The grade achieved will be determined by the grades achieved on the components

2. Certificate Requirements

The total credit value required for this certificate is 120. This will be achieved by completing:

Award Code	Title	Level	Credit Value
All of the following component(s)			
6N0697	Customer Service	6	15
6N3613	Sales and Marketing Management	6	15

A minimum credit value of 15 from the following components

6N1949	Personal and Professional Development	6	15
6N1946	Work Experience	6	15
6N1947	Work Practice	6	15
A minimum credit value of 15 from the following components			
6N1948	Team Leadership	6	15
6N1950	Communications	6	15
6N2191	Leadership	6	15
A minimum credit value of 30 from the following components			
6N2182	Supply Chain Environment Management	6	15
6N2183	Purchasing and Procurement	6	15
6N2185	Transport and Distribution	6	15
6N2187	Warehousing and Inventory Management	6	15
6N1941	Entrepreneurship	6	15
6N3567	Sales Presentation	6	15
6N4338	Sales Negotiation	6	15
A minimum credit value of 15 from the following components			
6N1782	Safety Management	6	15
6N1784	Supervisory Security Management	6	15
6N2228	Assessment Practice	6	15
6N2104	Supervisory Skills	6	15
6N3945	Managing People	6	15
6N4310	Business Management	6	15
6N4322	Employment Law	6	15

The remaining credit value of 15 can be obtained by using vocationally relevant component(s) from level 6. A maximum of 15 credits may be used from level 5.

3. Supporting Documentation

1. Relevant Workplace Health and Safety Legislation and National Guidelines
2. Relevant Employment Legislation
3. Future Skills Needs of the Wholesale and Retail Sector. Published by Expert Group on Future Skills Needs, 2010

4. Specific Validation Requirements

There are no specific validation requirements

5. Europass Certificate Supplement

The Europass Certificate Supplement for this award can be accessed at: www.gqi.ie.

6. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for QQI awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

7. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

Table 1: FET Credit Values

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and <60
4	90	10	5,15,20	>5 and <90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

Guide to Level

Learning outcomes at this level include a comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Specialised knowledge of a broad area
	Kind	Some theoretical concepts and abstract thinking, with significant underpinning theory
Know How & Skill	Range	Demonstrate a comprehensive range of specialised skills and tools
	Selectivity	Formulate responses to well defined abstract problems
Competence	Context	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts
	Role	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form and function within, multiple and complex heterogeneous groups.
	Learning to Learn	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs
	Insight	Express an internalised, personal world view, reflecting engagement with others.

Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI