



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## Component Specification NFQ Level 4

### Stock Control 4N1184

#### 1. Component Details

<b>Title</b>	Stock Control
<b>Teideal as Gaeilge</b>	Rialú Stoic
<b>Award Type</b>	Minor
<b>Code</b>	4N1184
<b>Level</b>	4
<b>Credit Value</b>	10
<b>Purpose</b>	The purpose of this award is to equip the learner with the knowledge, skill and competence to order, store and monitor goods for the retail sector.
<b>Learning Outcomes</b>	Learners will be able to:  <ol style="list-style-type: none"><li>1 Explain the key principles of ordering, storing and monitoring stock levels in relation to the retail environment</li><li>2 Explain key terminology and practices utilised in retail service operations to include stock control, shrinkage, customer care and merchandising</li><li>3 Outline key legislation and responsibilities of stakeholders in relation to retail service operations</li><li>4 Differentiate between a range of products and services provided by a retail organisation</li><li>5 Follow procedures for monitoring and re-ordering goods to maintain optimum stock levels within a retail outlet</li></ol>

- 6 Differentiate between a range of storage options in relation to product type, shelf life, turnover, size, value and packaging
- 7 Outline a range of procedures to address discrepancies and inaccuracies in product deliveries to include quality and quantity checks
- 8 Outline the characteristics of a range of product ordering techniques to include web-based ordering, fax, telephone and sales representatives
- 9 Outline a range of procedures aimed at improving health and safety in relation to delivery and storage of goods
- 10 Describe a range of procedures aimed at reducing shrinkage in relation to product services to include theft, human error and wastage
- 11 Explain the impact of shrinkage in relation to a retail organisation
- 12 Explain the key principles and process in relation to stocktaking
- 13 Demonstrate an ability to apply best practice and procedures when ordering, receiving and accepting ordered goods
- 14 Employ display principles and techniques to arrange a product display, taking into account product characteristics, aesthetics, security, safety and the first in first out principle
- 15 Identify products requiring specific storage conditions and suggest appropriate procedures to monitor safe storage.

## Assessment

### General Information

All assessment should be planned in accordance with the programme assessment strategy developed as part of the programme submission for validation. See **Policies and Criteria for Validation of Programmes**. Assessment should be undertaken consistently and reflect current assessment guidelines. See [www.qqi.ie](http://www.qqi.ie).

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the

required standards of knowledge, skill or competence consistent with the **minimum intended programme learning outcomes**.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are reliable and valid but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

## Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and QQI's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. All learning outcomes **must** be assessed and achieved in accordance with the **minimum intended module learning outcomes** set out in the validated programme.

Portfolio / Collection of Work	70%
Skills Demonstration	30%

## Description

### Portfolio / Collection of Work

*A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates*

achievement of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.

### Skills Demonstration

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.

<b>Recognition of Prior Learning (RPL)</b>	To support the development and implementation of RPL with regard to access, granting credit/exemptions and achievement of awards/parts of awards, providers should refer to <b>QQI's Statutory Guidelines for Quality Assurance</b> , the <b>Policies and Criteria for Validation of Programmes</b> and the <b>Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training</b> available at <a href="http://www.qqi.ie">www.qqi.ie</a>	
<b>Grading</b>	Pass	50% - 64%
	Merit	65% - 79%
	Distinction	80% - 100%
<b>Specific Validation Requirements</b>	There are no specific validation requirements for this award	
<b>Supporting Documentation</b>	None	
<b>Access</b>	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.	
<b>Transfer</b>	Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.	

## 2. 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](http://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 FET 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.

### 3. 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

Independence is the hallmark of this level. Learning outcomes at this level correspond to a growing sense of responsibility for participating in public life and shaping one's own life. The outcomes at this level would be associated with first-time entry to many occupational sectors.

<b>Strand</b>	<b>Sub-strand</b>	<b>Nature of learning</b>
Knowledge	Breadth	Broad range of knowledge
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas
Know How & Skill	Range	Demonstrate a moderate range of practical and cognitive skills and tools
	Selectivity	Select from a range of procedures and apply known solutions to a variety of predictable problems
Competence	Context	Act in familiar and unfamiliar contexts
	Role	Act with considerable amount of responsibility and autonomy
	Learning to Learn	Learn to take responsibility for own learning within a supervised environment
	Insight	Assume partial responsibility for consistency of self-understanding and behaviour

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