Qualification specification

NCFE Level 1 Award in Retail Knowledge
QN: 601/7957/0

Contents

Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 3 October 2018). Please check the qualification page on our website for the most recent version.

Version	Publication date	Summary of amendments
V3.1	January 2020	Information regarding the <u>wellbeing and safeguarding</u> of learners added to Section 1 (page 12).
V3.2	June 2022	Added to v.3.2 (June 2022): information added to the **about this qualification** section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the **entry guidance** section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the **support handbook** section about how to access support handbooks.

Section 1
Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 1 Award in Retail Knowledge.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 1 Award in Retail Knowledge.

Things you need to know

Qualification number (QN)	**601/7957/0**
Aim reference	60179570
Guided learning hours (GLH)	47
Credit value	7
TQT	70
Level	1
Assessment requirements	Internally assessed and externally moderated portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/7957/0.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Aims and objectives of this qualification

This qualification aims to provide learners with knowledge of:

- occupations in the retail sector
- customer service in the retail sector
- health and safety
- stock control, handling and replenishment
- sales.

The objective of this qualification is to help learners to:

- progress into employment, an Apprenticeship or onto further study.

Achieving this qualification

To be awarded the Level 1 Award in Retail Knowledge, learners are required to successfully complete 1 mandatory unit and 3 optional units.

Mandatory unit

Unit No	Unit title	Credit
Unit 01	Understanding the business of retail	1 credit

Optional units

Unit No	Unit title	Credit
Unit 02	Understanding customer service in the retail sector	2 credits
Unit 03	Understanding how a retail business maintains health, safety and security on its premises	2 credits
Unit 04	Understanding how individuals and teams contribute to the effectiveness of a retail business	2 credits
Unit 05	Understanding the control, handling and replenishment of stock in a retail business	2 credits
Unit 06	Understanding the retail selling process	2 credits

The learning outcomes and assessment criteria for each unit are provided in Section 2 (page 12).

The units above may be available as stand-alone unit programmes. Please see the NCFE website.

To achieve the Level 1 Award in Retail Knowledge, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Entry guidance

This qualification aims to provide learners with the knowledge and understanding to progress into employment, an Apprenticeship or onto further study.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved an Entry Level 3 qualification.

This qualification is suitable for learners aged pre-16 and above.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.
Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 2 Certificate in Retail Knowledge
- Level 2 Diploma in Retail Skills
- Level 2 Certificate in Understanding Retail Operations

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications https://register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This document can be downloaded free of charge from the NCFE website. You don't have to use the Evidence and Grading Tracker – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of support documents available that you might find useful for delivery. These are available to download the NCFE website or can be requested by the customer support team on 0191 239 8000 or email customersupport@ncfe.org.uk

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Our customer support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.

Customer Support team

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Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website.

Useful websites

Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

www.hse.gov.uk
www.citizensadvice.org.uk

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Mathematics skills
- Information and Communication Technology skills.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework.

The Skills Mapping document for this qualification can be found on the qualifications page on the NCFE website

Section 2
Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- unit title
- unit summary
- guided learning hours
- credit value
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment).

The regulators' unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification please contact our Research and Product Development team on 0191 239 8000.

Unit 01 Understanding the business of retail (A/502/5756)

Unit summary	This unit introduces the retail sector, covering retail outlets and occupations, the supply chain and the contribution the sector makes to the UK economy. It also covers ethical and environmental concerns.
Guided learning hours	8
Credit value	1
Level	1
Mandatory/optional	Mandatory

The learner will:

1   Understand how retail outlets differ in size and type

The learner can:

1.1   List the different retail channels and state the main features of each one
1.2   Identify the sizes and types of retail outlets typically found in a variety of retail locations such as high streets or retail business parks

The learner will:

2   Understand the range of retail occupations

The learner can:

2.1   State how retail occupations differ between small, medium and large retail businesses
2.2   Identify the usual entry points and progression opportunities for a variety of retail occupations
2.3   Outline the skills, personal attributes and behaviours required for a range of retail occupations

The learner will:

3   Understand the retail supply chain

The learner can:

3.1   List the sources from which retailers obtain products
3.2   Outline the key stages of a product's journey through the supply chain

Unit 01 Understanding the business of retail (A/502/5756) (cont'd)

The learner will:

4   Understand the contribution which the retail sector makes to the economy of the United Kingdom

The learner can:

4.1   Outline the size of the retail sector using information such as:
         • the number of people employed
         • the number of retail businesses
         • the amount of money spent by customers every year

The learner will:

5   Understand how customers' concerns influence the products and services offered by retailers

The learner can:

5.1   Outline environmental issues of concern to retail customers
5.2   Outline ethical issues of concern to retail customers
5.3   List the main advantages to retailers of being responsive to customers' environmental and ethical
         concerns

Unit 01 Understanding the business of retail (A/502/5756) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1, 1.2	Learners could produce a poster identifying retail channels and retail outlets of different sizes. A minimum of 4 of each should be provided.	Poster
2.1, 2.2	Learners could produce an information leaflet on the different types of retail outlets including their size and the types of jobs that they have available. They should include how jobs are advertised and progression routes within the sector. Learners could include a job advert for a retail position as evidence of research.	Information leaflet/oral or written questions/worksheet/ job adverts
2.3	Learners could devise a table that identifies the qualities required to work in a range of retail job roles.	Table
3.1	Learners could provide a list of different sources from where retailers obtain their products.	List
3.2	Learners could produce a flow chart and/or posters showing the key stages of the products' journey through the supply chain.	Poster/flow chart
4.1	Learners could be given specific guidance and assistance to identify where to access information about the contribution of the retail sector to the UK economy. Learners could annotate web pages to show number of people employed, the number of retail businesses and how much consumers spend each year.	Annotated web pages
5.1–5.3	Learners could participate in a group discussion about the type of environmental and ethical issues that concern customers. Learners need to be able to identify the advantages of responding to these concerns. The individual contribution of each learner must be recorded by video or Assessor observation.	Group discussion

Unit 02 Understanding customer service in the retail sector (T/502/5819)

Unit summary	In this unit learners will gain an understanding of the importance of customer service to the retail sector, covering positive first impressions, communication and dealing with customer complaints and problems.
Guided learning hours	17
Credit value	2
Level	1
Mandatory/optional	Optional

The learner will:

1   Understand the importance of customer service to a retail business

The learner can:

1.1   State what is meant by customer service in a retail business
1.2   Outline how customer service contributes to the success of a retail business

The learner will:

2   Understand what gives customers a positive initial impression of a retail business and its staff

The learner can:

2.1   Outline the factors which contribute to a customer's initial impression of a retail business
2.2   Outline how the staff of a retail business can help to give customers a positive initial impression

Unit 02 Understanding customer service in the retail sector (T/502/5819) (cont'd)

The learner will:

3   Understand how customer service is adapted to meet the needs of individual customers

The learner can:

3.1   List the types of service which customers may need, including help with gaining access to
         products, facilities and information
3.2   List the main ways of meeting customers' needs for service, including ways of giving customers
         access to products, facilities and information

The learner will:

4   Understand the importance of communication to the delivery of customer service

The learner can:

4.1   Outline how written communication can contribute to the effectiveness of customer service
4.2   Outline how spoken communication and body language can contribute to the effectiveness of
         customer service
4.3   State how different types of questions can be used to find out what customers need
4.4   State why it is important to listen to customers

The learner will:

5   Understand a variety of customer complaints and problems

The learner can:

5.1   List the main types of customer complaints and problems
5.2   Identify solutions to typical customer complaints and problems
5.3   Outline the ways in which the law protects the rights of consumers

Unit 02 Understanding customer service in the retail sector (T/502/5819) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.2	Learners could take part in a group discussion about the importance of customer service to the retail business and how it contributes to the overall success of the business. Learners should also consider how organisations can help give customers a positive initial impression. Learners should demonstrate knowledge and understanding by providing a range of examples from the retail sector. The individual contribution of each learner must be recorded by video or Assessor observation.	Group discussion
3.1, 3.2	Learners could produce a poster or spider diagram identifying customer needs and how services can be adapted to ensure they are met.	Lists/posters/spider diagram
4.1, 4.2, 4.4	Learners could answer a set of Assessor-devised questions addressing the assessment criteria. The design of the assessment should ensure that learners can demonstrate how written and spoken communication can impact upon the quality of customer service. Questions and answers should be clearly recorded either by video or audio or an Assessor observation record.	Oral or written questions
4.3	Learners could produce a list of the type of questions that customers could be asked to ensure that it is established what their requirements are.	List/learner-devised questionnaire
5.1, 5.2	Learners could produce a table that lists the type of customer complaints and problems and identify possible solutions.	Poster/flow chart
5.3	Learners could be given specific guidance or assistance to research legislation to be considered. This could be supported by a set of Assessor-devised questions to check that learners understand how legislation protects the rights of consumers.	Oral and written questions

Unit 03 Understanding how a retail business maintains health, safety and security on its premises (M/502/5804)

Unit summary	This unit covers health and safety legislation in relation to retail businesses, and how to reduce the risk of accidents or fire in the workplace. It also covers security within retail businesses.
Guided learning hours	15
Credit value	2
Level	1
Mandatory/optional	Optional

The learner will:

1   Know the main provisions of health and safety legislation in relation to a retail business

The learner can:

1.1   State the role of employees and employers in relation to relevant health and safety legislation
1.2   State when and why the control of substances hazardous to health is important
1.3   State where to find information on company health and safety policies

The learner will:

2   Know how health and safety are maintained on the premises of a retail business

The learner can:

2.1   List the risks and hazards which commonly occur on the premises of a retail business
2.2   Outline precautions to reduce the risk of accidents
2.3   Outline precautions to reduce the risk of fire
2.4   List the main types of fire extinguisher and the materials each should be used on
2.5   Outline procedures for the safe manual lifting and moving of stock
2.6   State why high standards of cleanliness and hygiene should apply to the staff and premises of a retail business

Unit 03 Understanding how a retail business maintains health, safety and security on its premises (M/502/5804) (cont'd)

The learner will:

3   Know how cash and stock are kept secure on the premises of a retail business

The learner can:

3.1   List the main causes of stock loss
3.2   List the different types of shop theft and where and when each type typically occurs
3.3   List the methods of payment typically accepted in retail outlets
3.4   Outline the main ways of preventing loss when handling payments
3.5   Outline the main checks for maintaining the security of cash and non-cash payments

Unit 03 Understanding how a retail business maintains health, safety and security on its premises (M/502/5804) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–1.3	Learners could produce a presentation on the role of the health and safety legislation and the Control of Substances Hazardous to Health (COSHH) Regulations. Consideration should be given to the role of the employer and employee. The presentation should include where to find information on health and safety procedures and policies.	Presentation
2.1, 2.2	Learners could produce a table that identifies the types of risks and hazards that you would associate with a retail business and what measures could be implemented to reduce the risk.	Table
2.3	Learners could produce a poster outlining the different precautions that can be implemented to help reduce the risk of fire.	Poster
2.4	Learners could annotate web pages/handouts with the main types of fire extinguisher to show which materials they should be used on.	Annotated web pages
2.5	Assessors could demonstrate the correct procedure for the safe manual lifting of stock. Learners could then be assessed to see whether they can follow the correct procedure. This should be supported by Assessor questions and answers to ensure that the learners understand safe lifting and moving of stock.	Practical assessment question and answer
2.6	Learners could produce a poster to state why high standards of cleanliness and hygiene are important in a retail business.	Poster
3.1–3.5	Assessors could devise a worksheet which checks understanding of how cash and stock are kept secure including causes of stock loss, different types of theft, handling of payments and how to prevent loss when taking payment and how checks can be made to ensure the security of payments.	Assessor-devised worksheet

Unit 04 Understanding how individuals and teams contribute to the effectiveness of a retail business (R/502/5780)

Unit summary	In this unit learners will cover the responsibilities of employers and employees, effective team work within retail businesses and how to improve own performance and skills.
Guided learning hours	15
Credit value	2
Level	1
Mandatory/optional	Optional

The learner will:

1   Know the key employment rights and responsibilities of employees and the employer

The learner can:

1.1   State the purpose of a contract of employment
1.2   List the main content typically included in a contract of employment
1.3   Outline the actions which can be taken by the individual and the employer if either party fails to keep to the terms of the contract of employment
1.4   Identify the legislation which protects individuals from harassment and discrimination

The learner will:

2   Know the characteristics of effective team working in retail business

The learner can:

2.1   State the benefits to individual employees and to the retail business as a whole of working in teams
2.2   Identify different roles and levels of responsibility within retail teams
2.3   List the typical characteristics of effective and ineffective teams
2.4   List different techniques for communicating effectively within a team

Unit 04 Understanding how individuals and teams contribute to the effectiveness of a retail business (R/502/5780) (cont'd)

The learner will:

3   Understand a range of activities for improving own skills and performance

The learner can:

3.1   State the benefits to the retail business of improving employees' skills and performance
3.2   State why it is important for employees to identify own strengths and development needs
3.3   List the different methods for reviewing and improving the performance and skills of individual employees

Unit 04 Understanding how individuals and teams contribute to the effectiveness of a retail business (R/502/5780) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–1.4	Learners could take part in a group discussion. They could discuss contracts of employment, including the content of various legislation that protects employees working in the retail environment from harassment and discrimination and the types of action that both the employer and the employee can take if either of them does not adhere to the contract of employment. Relevant employment legislation should form part of the discussion, eg Equality Act 2010. These discussions should be recorded by audio or video and supported by Assessor feedback. When the outcomes of group discussions are presented as evidence, this should be supported by witness testimonies that describe the task or activity undertaken by the group and the contribution of each learner.	Group discussion
2.1–2.4	Learners can produce a poster or spider diagram that demonstrates the benefits of working as a team and the roles and responsibilities within the team. It should identify typical characteristics of both effective and ineffective teams and a range of communication techniques that can be used with team settings.	Poster/spider diagram
3.1–3.3	Learners could assess their own skills including identifying areas of both strength and development and how these can benefit a retail business. They should list the methods that could be used for reviewing and improving performance.	Skills audit/personal development plan/list

Unit 05 Understanding the control, handling and replenishment of stock in a retail business (J/502/5808)

Unit summary	This unit covers stock control systems, how to move, handle and store stock keeping it secure, and the procedures for replenishing stock on display.
Guided learning hours	11
Credit value	2
Level	1
Mandatory/optional	Optional

The learner will:

1   Understand the principles of stock control

The learner can:

1.1   State the main purposes of stock control systems
1.2   Describe the key features of a stock control system
1.3   Identify the technology that can be used in stock control
1.4   List the benefits of effective stock control

The learner will:

2   Understand how to move, handle and store stock

The learner can:

2.1   Identify the different techniques and methods for moving stock including how it is kept secure
2.2   Identify the different techniques and methods for handling stock including how it is kept secure
2.3   Identify the different techniques and methods for storing stock including how it is kept secure
2.4   State where and in what conditions different types of stock should be stored
2.5   Identify procedures for dealing with the removal of waste
2.6   State why it is important to follow procedures for dealing with the removal of waste

Unit 05 Understanding the control, handling and replenishment of stock in a retail business (J/502/5808) (cont'd)

The learner will:

3   Understand procedures for replenishing stock

The learner can:

3.1   Outline the procedures for replenishing stock on display
3.2   State why accurate pricing and ticketing of stock is important

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Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–1.4	Learners could produce a flow chart supported by a short report that demonstrates the purpose and the key features of a stock control system. The role of technology and the benefits of effective stock control should be identified.	Flow chart/written report
2.1–2.4	Learners could be provided with the opportunity to move, handle and store stock. This could be supported by the learners taking part in a planned and controlled discussion with the Assessor about how stock should be kept secure. Discussion should be recorded by audio or video and supported by Assessor feedback.	Professional discussion/practical task
2.5, 2.6 2.4	Learners could produce an annotated flow chart that outlines the procedures for removing waste including why it is important that these procedures should be followed.	Annotated flow chart
3.1, 3.2	Learners could produce a leaflet for new employees that outlines how stock can be replenished and the importance of accurate pricing and ticketing of stock.	Leaflet

Unit 06 Understanding the retail selling process (T/502/5805)

Unit summary	This unit covers the selling process – how to find out what customers want, how to meet and greet customers and how to provide information about the product that increases its attractiveness.
Guided learning hours	13
Credit value	2
Level	1
Mandatory/optional	Optional

The learner will:

1   Understand the selling process

The learner can:

1.1   Identify the key steps of the selling process
1.2   Outline the key skills and qualities required of successful sales staff

The learner will:

2   Understand how to find out what the customer wants

The learner can:

2.1   State when and how to acknowledge, greet and approach customers
2.2   State how to find out what customers want

The learner will:

3   Understand how product information can be used to promote sales

The learner can:

3.1   List common concerns a customer may have when buying a product
3.2   State how providing information about the product can increase its attractiveness to the customer
3.3   Describe the difference between the features and benefits of products
3.4   Identify basic rules for demonstrating products to customers
3.5   State where to obtain different types of product information

Unit 06 Understanding the retail selling process (T/502/5805) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1, 1.2	Learners could design a poster that identifies the key stages of the selling process, key legislation relating to sales and the skills and qualities that are required by sales staff.	Poster
2.1, 2.2	The Assessor could devise a series of role plays for the learners to take part in. They need to ensure that they enable the learners to acknowledge and greet customers and establish what they want. Practical activities need to be supported by Assessor witness statements which clearly identify how the activity that took place enabled the learners to meet the learning outcomes.	Role play
3.1–3.5	Learners could devise a presentation that identifies how product information can be used to promote sales. Consideration should be given to the types of concerns customers have when buying products, information that the sales person can provide to make the product more attractive and features and benefits of the product. Learners should also state where to obtain different types of product information. Knowledge and understanding of product information can be checked by Assessor-devised questions.	Presentation/question and answer

Section 3
Assessment and Moderation

Assessment and Moderation

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The Level 1 Award in Retail Knowledge is internally assessed.

Internal assessment

Each learner must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 12).

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- learner's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- Recognition of Prior Learning (RPL).

You'll also find a variety of assessment and moderation pro formas on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

Section 4
Explanation of terms

Explanation of terms used at Level 1

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of…)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
Locate	Find or identify.
List	Make a list of words, sentences or comments.
Outline	Identify or describe the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
Show	Give information that includes clear knowledge about the subject.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.

Section 5

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

Feedback

Here at NCFE, we're continually looking to review and improve our portfolio of qualifications to make sure they are of a high standard and meeting the needs of both learners and employers.

In order to achieve this and to comply with the requirements of our regulator, Ofqual, we rely on the valuable feedback that you – our centres – provide us with.

For each NCFE qualification you deliver, we would be grateful if you could let us know the following:

- general feedback about the qualification and assessment
- whether the qualification is meeting its intended purpose
- the outcome for the learner – whether they have progressed to further education or into/within employment.

You can provide us with this information by emailing qualificationfeedback@ncfe.org.uk, giving us a call on 0191 239 8000 or responding to the next survey we send you. By doing this, you're playing an important role in helping us continue to develop and enhance our qualifications for the benefit of your learners.

Contact us

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Website: www.ncfe.org.uk

*** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.**