

## Qualification Specification

**600/6032/3**

iCQ Level 2 Certificate In Retail Skills  
(RQF)



### Qualification Details

Title : iCQ Level 2 Certificate In Retail Skills (RQF)  
Awarding Organisation : [iCan Qualifications Limited](https://icanqualify.net)  
Fees Price List Url : <https://icanqualify.net>  
Qualification Type : RQF  
Qualification Sub Type : None  
Qualification Level : Level 2  
Qualification Sub Level : None  
EQF Level : Level 3  
Regulation Start Date : 26-Jun-2012  
Operational Start Date : 01-Jul-2012  
Offered In England : Yes  
Offered In Wales : Yes  
Offered In Northern Ireland : Yes  
Assessment Language In English : Yes  
Assessment Language In Welsh : No  
Assessment Language In Irish : No  
SSA : 7.1 Retailing and Wholesaling  
Purpose : D. Confirm occupational competence and/or 'licence to practice'  
Sub Purpose : D1. Confirm competence in an occupational role to the standards required  
Total Credits : 24  
Min Credits at/above Level : 15  
Minimum Guided Learning Hours : 73  
Maximum Guided Learning Hours : 161  
Diploma Guided Learning Hours : 73  
Barring Classification Code : ZZZZ  
Overall Grading Type : Pass  
Assessment Methods : Portfolio of Evidence  
Structure Requirements : To attain this qualification, learners must achieve a minimum of 24 credits. A minimum of 15 credits must be achieved at Level 2, of which 8 credits will come from the mandatory unit in Group A. A minimum of 7 credits must come from the optional units in Group B. The remaining 9 credits may come from either Group B and/or Group C, although no more than 5 credits can come from level 1 units in Group C01  
Age Ranges : Pre-16 : No; 16-18 : Yes; 18+ : No; 19+ : Yes  
Qualification Objective : This qualification is for those who are working in a retail environment and who wish to develop their skills

# Qualification Specification

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## Rules of Combination (ROC)

Group Name	Mandatory	#Units	Minimum Units	Maximum Units	Minimum Credits	Maximum Credits
<b>OAG) Over-arching Group</b>	<b>Yes</b>	0	2	0	24	0
└ A) Group A - Mandatory Unit	<b>Yes</b>	1	1	1	8	8
<b>O) Optional units</b>	<b>Yes</b>	0	2	0	16	0
└ B) Group B - Optional Units	<b>Yes</b>	54	1	0	7	0
<b>C) Group C - Optional Units</b>	<b>No</b>	0	1	0	0	9
└ C01) Level 1 Units	<b>No</b>	4	1	0	0	5
└ C02) Level 3 Units	<b>No</b>	12	1	0	0	9

## Group A Group A - Mandatory Unit

URN	Title	Level	GLH	Credit
<a href="#">T/503/5735</a>	Work effectively in a retail team	2	37	8

## Group B Group B - Optional Units

URN	Title	Level	GLH	Credit
<a href="#">A/503/5672</a>	Organise own work to meet a dough production schedule in a retail environment	2	48	10
<a href="#">A/503/5686</a>	Carry out promotional campaigns in a retail environment	2	18	4
<a href="#">A/503/5719</a>	Portion delicatessen products to meet customer requirements in a retail environment	2	9	2
<a href="#">A/503/5722</a>	Operate a customer record card system on a beauty counter in a retail environment	2	8	2
<a href="#">A/503/5736</a>	Prepare newspapers and magazines for return to merchandisers	2	10	2
<a href="#">D/503/5678</a>	Check stock levels and sort out problems with stock levels in a retail environment	2	10	2
<a href="#">D/503/5695</a>	Follow guidelines for planning and preparing visual merchandising displays	2	22	5
<a href="#">D/503/5700</a>	Assemble visual merchandising displays	2	20	4
<a href="#">D/503/5714</a>	Promote food or drink products by offering samples to customers	2	13	2
<a href="#">D/503/5728</a>	Reduce security risks in a retail environment	2	25	5
<a href="#">D/601/4551</a>	Select, weigh and measure bakery ingredients	2	16	3
<a href="#">F/503/5687</a>	Deal with customer queries and complaints in a retail environment	2	24	4
<a href="#">F/503/5690</a>	Process applications for credit agreements offered in a retail environment	2	25	5
<a href="#">H/503/5665</a>	Assemble products for display in a retail environment	2	9	2
<a href="#">H/503/5679</a>	Finish bake-off food products in a retail environment	2	15	3
<a href="#">H/503/5696</a>	Dress visual merchandising displays to attract customers	2	35	7
<a href="#">H/503/5715</a>	Deliver goods from a retail environment to the customers delivery address	2	17	3
<a href="#">J/502/0771</a>	Merchandise plants and other relevant products	2	45	6
<a href="#">J/503/5660</a>	Place goods and materials into storage in a retail environment	2	19	4
<a href="#">J/503/5674</a>	Maintain food safety while working with food in a retail environment	2	13	6
<a href="#">J/503/5688</a>	Demonstrate products to customers in a retail environment	2	15	3
<a href="#">J/503/5691</a>	Promote loyalty schemes to customers in a retail environment	2	11	3
<a href="#">J/503/5707</a>	Follow point-of-sale procedures for age-restricted products in a retail environment	2	11	2
<a href="#">K/502/1511</a>	Identify and report the presence of pests, diseases and disorders	2	23	3
<a href="#">K/503/5666</a>	Hand-process fish in a retail environment	2	21	6
<a href="#">K/503/5697</a>	Order and position signage and graphics for visual merchandising displays	2	15	3
<a href="#">L/502/0853</a>	Provide nutrients to crops or plants	2	15	2
<a href="#">L/503/5661</a>	Keep stock on sale at required levels in a retail environment	2	16	3
<a href="#">L/503/5689</a>	Process payments for purchases in a retail environment	2	17	4
<a href="#">L/503/5708</a>	Provide National Lottery products to customers	2	25	4
<a href="#">L/503/5711</a>	Cash up in a retail environment	2	9	2
<a href="#">L/601/0933</a>	Give customers a positive impression of yourself and your organisation.	2	33	5
<a href="#">M/503/5667</a>	Process greengrocery products for sale in a retail environment	2	17	7
<a href="#">M/503/5684</a>	Display stock to promote sales to customers in a retail environment	2	26	5
<a href="#">M/503/5698</a>	Dismantle and store props and graphics from visual merchandising displays	2	15	3
<a href="#">M/503/5717</a>	Help customers to apply for a retail stores credit card and associated insurance products	2	22	4
<a href="#">R/502/0854</a>	Maintain moisture levels for crops or plants	2	15	2
<a href="#">R/503/5659</a>	Receive goods and materials into storage in a retail environment	2	22	4
<a href="#">R/503/5662</a>	Process customer orders for goods in a retail environment	2	19	3
<a href="#">R/503/5676</a>	Pick products in a retail environment to fulfil customer orders	2	19	4
<a href="#">R/503/5709</a>	Advise customers on the fixing and care of tiles	2	35	6

<a href="#">R/503/5712</a>	Promote a retail stores credit card to customers in a retail environment	2	12	3
<a href="#">T/503/5668</a>	Finish meat products by hand in a retail environment	2	29	9
<a href="#">T/503/5685</a>	Help customers to choose products in a retail environment	2	20	6
<a href="#">T/503/5699</a>	Make props and decorate fixtures and panels for visual merchandising displays	2	45	10
<a href="#">T/503/5718</a>	Help customers to choose delicatessen products in a retail environment	2	15	3
<a href="#">T/503/5721</a>	Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment	2	15	4
<a href="#">T/601/4555</a>	Hand-divide, mould and shape fermented dough	2	21	4
<a href="#">Y/502/1214</a>	Remove unwanted plant growth to maintain development	2	38	5
<a href="#">Y/503/5663</a>	Process returned goods in a retail environment	2	18	3
<a href="#">Y/503/5680</a>	Glaze, coat or decorate bake-off products for sale in a retail environment	2	15	3
<a href="#">Y/503/5694</a>	Provide a bra fitting service in a retail environment	2	44	10
<a href="#">Y/503/5713</a>	Provide service to customers in a dressing room in a retail environment	2	16	3
<a href="#">Y/503/5727</a>	Protect own and others health and safety when working in a retail environment	2	28	5

#### Group C01 Level 1 Units

URN	Title	Level	GLH	Credit
<a href="#">D/503/5664</a>	Sort donated goods for resale or recycling in a retail environment	1	6	3
<a href="#">F/503/5673</a>	Maintain food safety while working with food in a retail environment	1	11	5
<a href="#">L/601/5016</a>	Provide a counter and takeaway service	1	30	3
<a href="#">Y/503/5677</a>	Load orders for despatch from a retail store to customers	1	15	3

#### Group C02 Level 3 Units

URN	Title	Level	GLH	Credit
<a href="#">A/503/5669</a>	Audit stock levels and stock inventories in a retail environment	3	28	6
<a href="#">A/503/5705</a>	Contribute to improving a retail organisations visual merchandising policy	3	36	8
<a href="#">D/503/5681</a>	Manage staff to receive goods in a retail environment	3	24	5
<a href="#">F/503/5737</a>	Monitor and support secure payment point use during trading hours	3	13	3
<a href="#">H/503/5682</a>	Organise and monitor the storage of stock in a retail environment	3	27	6
<a href="#">H/503/5701</a>	Choose merchandise to feature in visual merchandising displays	3	27	6
<a href="#">K/503/5702</a>	Manage the use of signage and graphics in visual merchandising displays	3	31	7
<a href="#">K/503/5733</a>	Produce staffing schedules to help a retail team to achieve its targets	3	22	5
<a href="#">L/503/5692</a>	Maintain the availability of goods on display in a retail environment to promote sales	3	30	6
<a href="#">M/503/5703</a>	Evaluate the effectiveness of visual merchandising displays	3	46	9
<a href="#">M/503/5720</a>	Help customers to choose specialist products in a retail environment	3	34	8
<a href="#">R/503/5693</a>	Manage the payment transaction process in a retail environment	3	43	9

Unit Specification  
**T/503/5735**  
 Work effectively in a retail team



Qualification Framework: RQF  
 Title: Work effectively in a retail team  
 Unit Level: Level 2  
 Unit Sub Level: None  
 Guided Learning Hours: 37  
 Unit Credit Value: 8  
 SSAs: 7.1 Retailing and Wholesaling  
 Unit Grading Structure: Pass  
 Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).  
 Workplace assessment of occupational competence is required.

Unit: T/503/5735 : Work effectively in a retail team	
Understand how to recognise discrimination, bullying and harassment in own workplace	
Assessment Criterion - The learner can:	
01.01	explain how legislation and own employer define discrimination, bullying and harassment
01.02	explain own employers procedures for dealing with discrimination, bullying and harassment
Be able to work effectively in a retail team	
02.01	ask for help and information from colleagues when needed
02.02	respond to colleagues requests for help and information: •when own workload allows •within the limits of own responsibility •in ways that attempt to maintain working relationships
02.03	offer help to colleagues when own workload allows and within the limits of own responsibility
02.04	explain how to resolve difficulties with colleagues in a polite and constructive way
02.05	identify the people who can provide advice if problems in working with colleagues cannot be resolved without help
02.06	follow organisational procedures for safeguarding own and others health and safety while at work
Be able to improve own work performance in a retail team	
03.01	explain the importance of being an effective learner at work
03.02	identify training needs to improve own work performance
03.03	agree own training programme, including action points and deadlines
03.04	explain the importance of asking for feedback on own work performance
03.05	request feedback on own work performance, including what is going well and what needs improving
03.06	evaluate own work performance against agreed training programme

## Unit Specification

**A/503/5672**

Organise own work to meet a dough production schedule in a retail environment



Qualification Framework: RQF

Title : Organise own work to meet a dough production schedule in a retail environment

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 48

Unit Credit Value : 10

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### **Unit: A/503/5672 : Organise own work to meet a dough production schedule in a retail environment**

#### **Understand the importance of maintaining health and safety and food safety during dough production**

##### **Assessment Criterion - The learner can:**

01.01	explain the importance of following organisational requirements that apply to own work within the dough production schedule for: <ul style="list-style-type: none"><li>•health and safety</li><li>•food safety</li></ul>
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#### **Understand why efficient and effective dough production is important to the organisation and its customers**

02.01	explain why efficient and effective dough production is important to the organisation and its customers
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#### **Be able to organise own work to meet a dough production schedule in a retail environment**

03.01	organise own work within the dough production schedule in ways that: <ul style="list-style-type: none"><li>•are within the limits of own authority and responsibility</li><li>•comply with relevant organisational health and safety and food safety requirements</li><li>•attempt to make efficient use of the available resources including own time</li><li>•meet changing dough production needs as they arise</li><li>•avoid delays that result in dough no longer being in the required condition</li></ul>
03.02	identify the designated people who can provide advice: <ul style="list-style-type: none"><li>•when the resources available for dough processing fall short of the quantity or quality required</li><li>•when the dough production schedule does not seem to be realistically achievable</li></ul>

## Unit Specification

**A/503/5686**

Carry out promotional campaigns in a retail environment



Qualification Framework: RQF

Title: Carry out promotional campaigns in a retail environment

Unit Level: Level 2

Unit Sub Level: None

Guided Learning Hours: 18

Unit Credit Value: 4

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### Unit: A/503/5686 : Carry out promotional campaigns in a retail environment

#### Understand opportunities to promote particular products

##### Assessment Criterion - The learner can:

01.01	explain how seasonal trends affect opportunities for sales of the products within own area of responsibility
01.02	explain how to recognise potential opportunities for increasing sales of particular products
01.03	evaluate the potential of different promotional opportunities to increase sales
01.04	explain how promotional sales can lead to future sales

#### Be able to promote products to customers as part of a promotional campaign

02.01	promote offers to encourage sales when interacting with customers
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#### Be able to contribute to the evaluation of a promotional campaign

03.01	record information about the effectiveness of a promotional campaign, ensuring the information is: <ul style="list-style-type: none"><li>• relevant to the campaign</li><li>• accurate</li></ul>
03.02	communicate the recorded information of a promotional campaign: <ul style="list-style-type: none"><li>• accurately</li><li>• to the person or people who need this information</li></ul>

## Unit Specification

### A/503/5719

Portion delicatessen products to meet customer requirements in a retail environment



Qualification Framework : RQF

Title : Portion delicatessen products to meet customer requirements in a retail environment

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 9

Unit Credit Value : 2

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

#### Unit: A/503/5719 : Portion delicatessen products to meet customer requirements in a retail environment

##### Be able to cut and weigh delicatessen products to meet customer requirements

###### Assessment Criterion - The learner can:

01.01	explain the importance of using tools and utensils suited to the delicatessen products
01.02	cut delicatessen products in ways that: <ul style="list-style-type: none"><li>• produce the required portion size and shape</li><li>• attempt to maintain the attractiveness of the remaining product where possible</li><li>• minimise waste</li><li>• comply with relevant health and safety requirements</li><li>• comply with relevant food safety requirements</li></ul>
01.03	weigh delicatessen products accurately, taking into account the weight of any additional items on the scales such as containers
<b>Be able to wrap or package portioned delicatessen products for customers</b>	
02.01	ask customers if they are satisfied with portioned products before wrapping or packaging them
02.02	wrap or package portioned products using materials or containers suited to the product
<b>Be able to maintain the display of a delicatessen counter</b>	
03.01	restore products from which portions have been taken to a presentable condition
03.02	remove from display products from which portions have been taken when the product is no longer saleable
03.03	replenish the delicatessen display with replacement products, when these are both required and available
03.04	dispose of any unsaleable products in line with relevant: <ul style="list-style-type: none"><li>• health and safety requirements</li><li>• food safety requirements</li></ul>

## Unit Specification

**A/503/5722**

Operate a customer record card system on a beauty counter in a retail environment



Qualification Framework : RQF

Title : Operate a customer record card system on a beauty counter in a retail environment

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 8

Unit Credit Value : 2

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

Unit: A/503/5722 : Operate a customer record card system on a beauty counter in a retail environment	
Understand how to maintain the customer record card system in a retail environment	
Assessment Criterion - The learner can:	
01.01	explain how using a customer record card system can help to meet own sales targets
01.02	explain the benefits to the customer of the record card system
01.03	explain the importance of updating the record card system regularly
01.04	explain how to find time in own working day to update the record card system
01.05	explain the relevant aspects of current data protection legislation when maintaining a customer record card system
01.06	explain the implications of complying with data protection legislation when maintaining a customer record card system
01.07	explain the importance of asking customers about any allergies to products and ingredients so that these can be noted on the record card
Be able to set up record cards for customers at a beauty counter in a retail environment	
02.01	ask customers whether a record card may be set up for them at the beauty counter
02.02	describe to customers the benefits of being on file at the beauty counter
02.03	offer customers the opportunity to make an appointment for a return visit to the beauty counter, when setting up a record card
02.04	complete record cards with customer details, ensuring that the information: <ul style="list-style-type: none"> <li>• is completed in line with organisational procedures</li> <li>• is an accurate record of the information provided by the customer</li> <li>• includes details of any allergies to beauty products or ingredients, where the customer is willing and able to give this information</li> <li>• includes a note of any products in the current range that are unsuitable for the customer, as far as can be determined from the information provided by the customer</li> <li>• is stored and used in compliance with legal regulations relating to customer data</li> </ul>
Be able to use the record card system to recognise opportunities for increasing sales at a beauty counter in a retail environment	
03.01	update the information in the record card system regularly enough to maintain the systems usefulness as a sales tool
03.02	identify the counters highest spending customers, from the record card system, to receive priority information about special offers and promotions



## Unit Specification

**A/503/5736**

Prepare newspapers and magazines for return to merchandisers



Qualification Framework: RQF

Title: Prepare newspapers and magazines for return to merchandisers

Unit Level: Level 2

Unit Sub Level: None

Guided Learning Hours: 10

Unit Credit Value: 2

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### Unit: A/503/5736 : Prepare newspapers and magazines for return to merchandisers

#### Be able to plan own work to prepare newspapers and magazines for return to merchandisers

##### Assessment Criterion - The learner can:

01.01 plan sufficient time to prepare returns of newspapers and magazines by the agreed collection time

#### Be able to gather together newspapers and magazines for return to merchandisers

02.01 identify newspapers and magazines that need returning to merchandisers

02.02 stack returns in line with organisational procedures

#### Be able to prepare batches of newspapers and magazines for return to merchandisers

03.01 wrap returns in line with organisational procedures

03.02 label returns in line with organisational procedures

03.03 place returns:  
• in the designated location ready for collection  
• in line with organisational safety procedures for lifting and moving

#### Be able to complete the administration associated with magazine and newspaper returns

04.01 complete returns records accurately and in line with organisational procedures

04.02 file returns in accordance with the filing system provided by the organisation

04.03 follow organisational procedures for dealing with missed and uncollected returns

## Unit Specification

**D/503/5678**

Check stock levels and sort out problems with stock levels in a retail environment



Qualification Framework : RQF

Title : Check stock levels and sort out problems with stock levels in a retail environment

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 10

Unit Credit Value : 2

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### Unit: D/503/5678 : Check stock levels and sort out problems with stock levels in a retail environment

#### Understand the purpose of checking stock levels in a retail environment

##### Assessment Criterion - The learner can:

01.01	Explain how accurate stock counting contributes to: <ul style="list-style-type: none"><li>• maintaining adequate stock levels</li><li>• customer satisfaction</li><li>• sales</li></ul>
<b>Be able to check stock levels in a retail environment as instructed</b>	
02.01	check stock levels in line with: <ul style="list-style-type: none"><li>• instructions for where and when to count stock</li><li>• organisational procedures for counting stock and recording stock levels</li><li>• health and safety requirements to be observed when counting stock</li><li>• the need to minimise inconvenience to other people in the retail environment when stock is being counted</li></ul>
<b>Be able to deal with or report stock-related problems that arise when checking stock levels in a retail environment</b>	
03.01	record problems with stock and stock levels as these arise
03.02	resolve problems with stock and stock levels that are within own authority to deal with in line with organisational procedures
03.03	identify the person who must be told if any problems arise with stock and stock levels that are not within own authority to deal with

## Unit Specification

### D/503/5695

Follow guidelines for planning and preparing visual merchandising displays



Qualification Framework: RQF

Title : Follow guidelines for planning and preparing visual merchandising displays

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 22

Unit Credit Value : 5

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

Unit: D/503/5695 : Follow guidelines for planning and preparing visual merchandising displays	
Understand the importance of visual merchandising displays and design briefs	
Assessment Criterion - The learner can:	
01.01	explain the role of visual merchandising displays in marketing, promotional and sales campaigns and activities
01.02	explain the importance of the design brief in creating visual merchandising displays
Understand the selection of approaches and effects in visual merchandising displays	
02.01	explain why different approaches are needed for displays of different types of merchandise
02.02	explain how light, colour, texture, shape and dimension combine to achieve different effects
Understand the sourcing of merchandise and props to be featured in visual merchandising displays	
03.01	explain how to use a design brief to identify the items needed for a display
03.02	explain how different types of merchandise and props can attract customers attention
03.03	explain the importance of updating stock records to account for merchandise on display
Be able to plan visual merchandising displays to fulfil a design brief	
04.01	select display locations that enable the design brief to be fulfilled
04.02	create ideas for improving the visual effect of displays, ensuring such ideas: <ul style="list-style-type: none"> <li>•create the required effect</li> <li>•are within the limits of the design brief</li> <li>•are within the limits of the organisation's visual design policies</li> <li>•are within the limits of own authority</li> </ul>
Be able to source merchandise and props to be featured in visual merchandising displays	
05.01	agree alternative selections of merchandise and props with the designated person, when those originally specified are unavailable or unsuitable
05.02	agree arrangements with suppliers for delivery of merchandise and props
05.03	plan enough time for deliveries of merchandise and props to arrive before the display must be installed
05.04	check the progress of deliveries of merchandise and props
05.05	take action to resolve the situation when delays to deliveries of merchandise and props seem likely
05.06	update stock records to account for merchandise on display

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Unit Specification  
**D/503/5700**  
Assemble visual merchandising displays

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Qualification Framework: RQF  
Title : Assemble visual merchandising displays  
Unit Level : Level 2  
Unit Sub Level : None  
Guided Learning Hours : 20  
Unit Credit Value : 4  
SSAs : 7.1 Retailing and Wholesaling  
Unit Grading Structure : Pass  
Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).  
Workplace assessment of occupational competence is required.

Unit: D/503/5700 : Assemble visual merchandising displays	
Understand the purpose of layout design	
Assessment Criterion - The learner can:	
01.01	explain what layout design is
01.02	explain the role of layout design in effective visual design practice
Know how to interpret instructions for assembling visual merchandising displays	
02.01	describe the essential features and detailed requirements of display layouts as specified in plans, elevations and drawings
02.02	describe organisational health and safety and security arrangements needed for displays as specified in plans, elevations and drawings
02.03	describe potential problems with assembling displays, where such problems are apparent from plans, elevations and drawings
Be able to assemble visual merchandising displays	
03.01	plan the activities and resources needed to assemble displays as specified in plans, elevations and drawings
03.02	assemble displays in line with: <ul style="list-style-type: none"><li>•organisational guidelines provided</li><li>•agreed deadlines</li><li>•organisational health and safety requirements</li></ul>
03.03	make adjustments to assembled displays to achieve creative effects within limits of own authority and the guidelines provided
03.04	take actions to resolve problems that arise when assembling displays, within the guidelines provided

## Unit Specification

### D/503/5714

Promote food or drink products by offering samples to customers



Qualification Framework: RQF

Title: Promote food or drink products by offering samples to customers

Unit Level: Level 2

Unit Sub Level: None

Guided Learning Hours: 13

Unit Credit Value: 2

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

Unit: D/503/5714 : Promote food or drink products by offering samples to customers	
Understand the business reasons for offering samples of food or drink to customers	
Assessment Criterion - The learner can:	
01.01	explain how giving customers the opportunity to sample products can help to increase sales
01.02	explain how to recognise opportunities to: <ul style="list-style-type: none"> <li>display samples</li> <li>encourage individual customers to sample products</li> </ul>
01.03	explain the criteria to be applied when selecting products for sampling, including product type and sell-by date
Be able to set up attractive and hygienic displays of food or drink samples	
02.01	describe the required temperatures for safely storing and serving samples of food or drink
02.02	prepare samples of food or drink in line with: <ul style="list-style-type: none"> <li>food safety requirements</li> <li>organisational procedures for preparing and displaying samples</li> </ul>
Be able to interact with customers at a display of food or drink samples	
03.01	provide customers with information about any potentially allergenic ingredients in the food or drink samples being offered
03.02	use words and body language in ways that attempt to encourage customers to sample and purchase food or drink products being offered
03.03	describe to customers where in the store the sampled products can be purchased
Be able to dispose of food or drink samples in line with organisational procedures	
04.01	monitor the freshness of food or drink samples on display
04.02	remove samples from display when they no longer meet organisational requirements for freshness
04.03	dispose of waste products in line with: <ul style="list-style-type: none"> <li>organisational procedures</li> <li>organisational recycling requirements</li> <li>food safety requirements</li> </ul>
04.04	record food disposals in line with legal and organisational requirements

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Unit Specification  
**D/503/5728**  
Reduce security risks in a retail environment

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Qualification Framework: RQF  
Title: Reduce security risks in a retail environment  
Unit Level: Level 2  
Unit Sub Level: None  
Guided Learning Hours: 25  
Unit Credit Value: 5  
SSAs: 7.1 Retailing and Wholesaling  
Unit Grading Structure: Pass  
Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).  
Workplace assessment of occupational competence is required.

Unit: D/503/5728 : Reduce security risks in a retail environment	
Know about security risks that can arise in a retail environment	
Assessment Criterion - The learner can:	
01.01	Identify potential security risks that can arise in a retail environment
Be able to reduce security risks in a retail environment	
02.01	describe own level of responsibility for dealing with security risks, including the relevant legal rights and duties
02.02	take action to reduce security risks within the limits of: <ul style="list-style-type: none"><li>•relevant legislation</li><li>•organisational policy</li><li>•own level of authority</li></ul>
02.03	report security risks that are beyond own level of authority to the designated person
02.04	use organisational procedures for protecting own personal safety when security risks arise
02.05	ensure that own work area is secure before leaving it

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Unit Specification  
**D/601/4551**  
Select, weigh and measure bakery ingredients

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Qualification Framework : RQF  
Title : Select, weigh and measure bakery ingredients  
Unit Level : Level 2  
Unit Sub Level : None  
Guided Learning Hours : 16  
Unit Credit Value : 3  
SSAs : 4.2 Manufacturing Technologies

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

This unit is designed to assess the skills of learners in the workplace, selecting, weighing and measuring bakery ingredients. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

Unit: D/601/4551 : Select, weigh and measure bakery ingredients	
<b>Check quantities of ingredients</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Identify the specified ingredients
01.02	Check quantities against instructions and specifications
01.03	Calculate quantities of ingredients required for production.
<b>Select ingredients</b>	
02.01	Select ingredients to meet production needs
02.02	Check condition, quantity and quality of ingredients
02.03	Isolate sub-standard ingredients
02.04	Report sub-standard ingredients to the relevant people
02.05	Take action to source and identify alternatives, if ingredients are not available
02.06	Store ingredients according to specified procedures ready for further processing.
<b>Weigh and measure ingredients</b>	
03.01	Check ingredients against instructions and specifications
03.02	Check accuracy of bakery weighing and measuring equipment
03.03	Weigh and measure ingredients, avoiding contamination
03.04	Store weighed and measured ingredients in the specified conditions, ready for further processing
03.05	Label storage containers or mixing bowls, ready for further processing
03.06	Operate within the limits of own authority and capabilities.

## Unit Specification

**F/503/5687**

Deal with customer queries and complaints in a retail environment



Qualification Framework: RQF

Title : Deal with customer queries and complaints in a retail environment

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 24

Unit Credit Value : 4

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### Unit: F/503/5687 : Deal with customer queries and complaints in a retail environment

#### Understand how resolving customer queries and complaints contributes to customer loyalty and confidence

##### Assessment Criterion - The learner can:

01.01 explain how resolving customer queries can increase customer loyalty and confidence

01.02 explain how resolving customer complaints can increase customer loyalty and confidence

#### Understand how to manage angry customers when dealing with customer queries and complaints in a retail environment

02.01 explain how to manage angry customers when dealing with customer queries and complaints

##### Be able to deal with customer queries in a retail environment

03.01 acknowledge customer requests for information and advice politely

03.02 ask questions as needed to discover customer needs for information and advice

03.03 provide information and advice to customers that is:

- relevant to their query
- accurate
- up to date

03.04 ask customers questions to ensure that the information and advice provided has met their needs

03.05 provide alternative solutions to help customers when information and advice given is not satisfactory

03.06 refer requests for information or advice to the designated person when helping the customer is not within own authority

##### Be able to deal with customer complaints in a retail environment

04.01 confirm the nature of the complaint with the customer, using information they have provided

04.02 apologise to the customer when the organisation is, or appears to be, responsible for the situation that has caused the customer to complain

04.03 take action to resolve complaints in line with:

- legal requirements
- organisational policy

04.04 refer complaints that are not within own authority to resolve, ensuring that:

- the complaint is referred in line with organisational procedures
- the organisation's referral procedure is explained to the customer

04.05 provide the opportunity for customers to ask questions about the organisations referral procedure



## Unit Specification

**F/503/5690**

Process applications for credit agreements offered in a retail environment



Qualification Framework: RQF

Title : Process applications for credit agreements offered in a retail environment

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 25

Unit Credit Value : 5

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### **Unit: F/503/5690 : Process applications for credit agreements offered in a retail environment**

#### **Understand the legal aspects of offering credit agreements**

##### **Assessment Criterion - The learner can:**

01.01 explain the legal requirements for giving information to customers when offering credit agreements

#### **Understand legal aspects of processing credit agreement applications**

02.01 explain the legal requirements relating to credit checks and authorisation

#### **Be able to process applications for credit agreements offered in a retail environment**

03.01 explain clearly to the customer the features and conditions of the available credit agreements

03.02 allow sufficient time and opportunities for the customer to ask questions

03.03 ask the customer questions to confirm their credit agreement requirements

03.04 complete required documentation accurately

03.05 carry out credit checks and authorisation procedures required by law and organisational policy

03.06 explain the organisational procedures to follow when dealing with difficulties in processing credit agreement applications

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Unit Specification  
**H/503/5665**  
Assemble products for display in a retail environment

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Qualification Framework: RQF  
Title: Assemble products for display in a retail environment  
Unit Level: Level 2  
Unit Sub Level: None  
Guided Learning Hours: 9  
Unit Credit Value: 2  
SSAs: 7.1 Retailing and Wholesaling  
Unit Grading Structure: Pass  
Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).  
Workplace assessment of occupational competence is required.

Unit: H/503/5665 : Assemble products for display in a retail environment	
Be able to assemble products for display in a retail environment	
Assessment Criterion - The learner can:	
01.01	perform checks to ensure that all expected items and parts of the product are in the package, before starting to assemble them
01.02	dispose of all waste safely, including unwanted packaging
01.03	select tools that are suited to the task of assembling particular products
01.04	assemble products: <ul style="list-style-type: none"><li>• in accordance with the manufacturer's instructions</li><li>• using safe working methods</li></ul>
01.05	assess assembled products to ensure that: <ul style="list-style-type: none"><li>• they are in a safe condition</li><li>• they match any illustrations or other specifications provided by the manufacturer</li></ul>
01.06	identify the person who can provide advice if products are proving difficult to assemble

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Unit Specification  
**H/503/5679**  
Finish bake-off food products in a retail environment

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Qualification Framework: RQF  
Title : Finish bake-off food products in a retail environment  
Unit Level : Level 2  
Unit Sub Level : None  
Guided Learning Hours : 15  
Unit Credit Value : 3  
SSAs : 7.1 Retailing and Wholesaling  
Unit Grading Structure : Pass  
Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).  
Workplace assessment of occupational competence is required.

Unit: H/503/5679 : Finish bake-off food products in a retail environment	
Understand the baking and cooling processes that apply to bake-off food products	
<b>Assessment Criterion - The learner can:</b>	
01.01	explain the factors that affect the baking of bake-off products
01.02	explain what happens to the ingredients of bake-off products during baking
01.03	explain the conditions required for cooling bake-off products after baking
Know the legal and organisational requirements that apply to bake-off products	
02.01	describe the legal and organisational requirements that apply to bake-off products
Be able to finish the baking process of bake-off products in a retail environment	
03.01	apply methods to finish baking bake-off products in line with organisational procedures
03.02	assess the quantity and quality of baked products using organisational procedures
03.03	apply organisational procedures for dealing with bake-off products that are not fit for sale
03.04	store bake-off products at a temperature that will keep them in the condition required for the next stage in the bakery process

## Unit Specification

**H/503/5696**

Dress visual merchandising displays to attract customers



Qualification Framework: RQF

Title: Dress visual merchandising displays to attract customers

Unit Level: Level 2

Unit Sub Level: None

Guided Learning Hours: 35

Unit Credit Value: 7

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### Unit: H/503/5696 : Dress visual merchandising displays to attract customers

#### Understand the purpose of visual merchandising displays

##### Assessment Criterion - The learner can:

01.01	explain the different purposes of visual merchandising displays
01.02	explain how visual merchandising displays can achieve add-on sales
01.03	explain why add-on sales are important to the organisation
<b>Understand how visual merchandising displays achieve their intended purposes</b>	
02.01	explain the importance of visual merchandising displays in retail environments
02.02	explain the importance of being aware of trends relating to visual merchandising
02.03	explain how props, prototypes, dressings and fixtures create visual effects within displays
02.04	explain why different kinds of merchandise need different approaches to display
<b>Be able to dress in-store displays and window displays</b>	
03.01	position merchandise, signage and graphics within displays: •in ways that attract the attention and interest of target customers •to provide the information that customers need •in line with organisational visual merchandising guidelines
03.02	group merchandise within displays in ways that suit: •the purpose of the display •the style of the display •the intended focal points of the display •the angles from which customers will view the display •the selling features of the merchandise •the visual effect specified by the design brief
03.03	assess whether the displays lighting meets the design brief in achieving the required visual effects and atmosphere
03.04	check that the finished display meets organisational requirements for: •health and safety •security •easy access
03.05	seek permission from the designated person to change displays when this is not within own authority

## Unit Specification

**H/503/5715**

Deliver goods from a retail environment to the customers delivery address



Qualification Framework : RQF

Title : Deliver goods from a retail environment to the customer's delivery address

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 17

Unit Credit Value : 3

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

Unit: H/503/5715 : Deliver goods from a retail environment to the customers delivery address	
Understand the role of the delivery person in promoting a positive impression of the retail organisation	
Assessment Criterion - The learner can:	
01.01	explain the importance of delivering products at the times agreed with customers whenever possible
01.02	explain the importance of keeping customers informed when the agreed delivery time cannot be achieved
01.03	explain the importance of giving customers, and others, a positive impression of the organisation when making deliveries
Be able to prepare to deliver goods from a retail environment to customers delivery addresses	
02.01	explain the benefits to the business and to the environment of planning an efficient delivery schedule
02.02	schedule deliveries in line with organisational procedures
02.03	perform checks to ensure that everything needed for the delivery schedule is available
02.04	perform checks to find out if there is enough fuel in the vehicle for the planned delivery schedule
02.05	obtain fuel for the delivery vehicle in line with organisational procedures
Be able to convey goods from a retail environment to customers delivery addresses	
03.01	drive from a retail environment to customers delivery addresses: <ul style="list-style-type: none"> <li>•without injury to self and others</li> <li>•without damage to the goods and property</li> <li>•arriving at the times agreed with customers</li> </ul>
03.02	contact customers to make alternative arrangements when deliveries cannot be made at the times agreed with customers
03.03	unload goods at customers delivery addresses: <ul style="list-style-type: none"> <li>•in line with organisational procedures</li> <li>•without injury to self and others</li> <li>•without damage to the goods and property</li> </ul>
Be able to complete deliveries of goods at customers delivery addresses	
04.01	deliver goods to customers in a polite manner
04.02	leave deliveries only with individuals who can legally receive them
04.03	follow organisational procedures for dealing with goods that cannot be delivered
04.04	update records of delivery and non-delivery in line with organisational procedures

Unit Specification  
**J/502/0771**  
 Merchandise plants and other relevant products



Qualification Framework : RQF

Title : Merchandise plants and other relevant products

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 45

Unit Credit Value : 6

SSAs : 3.2 Horticulture And Forestry

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Unit: J/502/0771 : Merchandise plants and other relevant products	
Know how to merchandise plants and other products	
Assessment Criterion - The learner can:	
01.01	Outline how to present plants and relevant products (e.g. growing media, containers, plant feed etc) for best effect
01.02	Explain the importance of location and hot and cold spots
01.03	Describe the different ways plants are sold e.g. root wrap and containers
01.04	Outline the merchandising systems of display
01.05	Describe how other sales can be linked to plant purchases
01.06	Outline the principles of stock rotation
01.07	Outline the value of point of sale material and the range available
Be able to merchandise plants and other products	
02.01	Display plants and relevant products (e.g. growing media, containers, plant feed etc) effectively to maximise sales
02.02	Use point of sale materials and labels effectively
02.03	Promote linked sales
Know how to maintain the condition of plants for sale	
03.01	Explain how to check and maintain the condition of plants and products covering the following types of plants:(i) trees and shrubs (i) bedding plants (ii) herbaceous perennials(iii) bulbs
03.02	Describe the appropriate method of reporting signs of pests, diseases or other disorders and who to
Be able to maintain plants ready for sale	
04.01	Maintain optimum conditions for the plants as far as possible within the available facilities
04.02	Provide any necessary supplies of food and water to maintain the condition of the plants and remove weeds and suckers
04.03	Check the condition of plants and relevant products to maintain their saleable value
04.04	Identify any plants or products that should be removed and take the appropriate action
04.05	Report signs of pests, disease or other disorders to the appropriate person
04.06	Care for incoming plants and implement an appropriate stock rotation plan
04.07	Monitor the development of new plants against the stock rotation plan and take the appropriate action if there are any problems

## Unit Specification

**J/503/5660**

Place goods and materials into storage in a retail environment



Qualification Framework: RQF

Title: Place goods and materials into storage in a retail environment

Unit Level: Level 2

Unit Sub Level: None

Guided Learning Hours: 19

Unit Credit Value: 4

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### Unit: J/503/5660 : Place goods and materials into storage in a retail environment

#### Understand the requirements for storing goods and materials in a retail environment

##### Assessment Criterion - The learner can:

01.01	explain what might cause the goods and materials to deteriorate in storage
01.02	describe the types of storage facilities and storage conditions that are needed for the goods and materials
01.03	outline the legal and organisational requirements for storing goods and materials safely and securely
01.04	explain why stock needs to be rotated in storage

#### Know procedures for resolving problems with storage facilities and equipment

02.01	describe the procedures for reporting any lack of suitable storage facilities
02.02	describe how to fix faulty equipment when this falls within own responsibility
02.03	describe the procedures for reporting equipment faults that are not within own responsibility to fix

#### Be able to place goods and materials into storage in a retail environment

03.01	perform checks to ensure that adequate storage facilities are available
03.02	perform checks to ensure that handling equipment is in working order
03.03	place goods and materials: <ul style="list-style-type: none"><li>• safely and securely</li><li>• in the designated storage facilities</li><li>• within the time allowed</li><li>• in ways that make efficient use of the available storage space</li><li>• in ways that enable items to be reached easily when needed</li></ul>
03.04	complete relevant records in line with organisational procedures

## Unit Specification

**J/503/5674**

Maintain food safety while working with food in a retail environment



Qualification Framework: RQF

Title: Maintain food safety while working with food in a retail environment

Unit Level: Level 2

Unit Sub Level: None

Guided Learning Hours: 13

Unit Credit Value: 6

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

Unit: J/503/5674 : Maintain food safety while working with food in a retail environment	
Know how food in a retail environment can become unsafe for consumers	
Assessment Criterion - The learner can:	
01.01	describe the types of infestation and how these can occur in a retail environment
01.02	describe the types of food safety hazard and crosscontamination and how these can occur in a retail environment
01.03	describe the causes of food spoilage in a retail environment
Know the routine working practices that contribute to food safety in a retail environment	
02.01	describe how food handling practices affect food safety in the workplace
02.02	describe why own immediate work area must be kept clean and tidy
02.03	describe why the organisations schedules and procedures for cleaning the workplace must be followed
02.04	describe why certain foods must be kept at specified temperatures
02.05	describe why the organisations schedule and procedures for checking and reporting the condition of food and food storage areas must be followed
Be able to maintain own work area in a safe condition for working with food	
03.01	keep own immediate work area clean and tidy when working
03.02	clean own work area at the scheduled times and in line with organisational procedures
03.03	maintain tools, utensils and equipment: • in good working order • in a hygienic condition
Be able to work with food in a way that keeps it safe for customers	
04.01	dispose of food waste: • promptly • hygienically • in line with organisational procedures
04.02	protect the food being worked with from food safety hazards and crosscontamination
04.03	deal with contaminated food in line with organisational procedures
04.04	deal with items that may cause allergic reactions in line with organisational procedures
04.05	label products clearly with the prescribed use-by dates
Be able to record the condition of food	
05.01	perform checks on the condition of food and food storage areas in line with the organisations schedules and procedures
05.02	record checks on the condition of food and food storage areas in line with organisational procedures



## Unit Specification

**J/503/5688**

Demonstrate products to customers in a retail environment



Qualification Framework: RQF

Title: Demonstrate products to customers in a retail environment

Unit Level: Level 2

Unit Sub Level: None

Guided Learning Hours: 15

Unit Credit Value: 3

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### Unit: J/503/5688 : Demonstrate products to customers in a retail environment

#### Understand how product demonstrations can help to increase sales

##### Assessment Criterion - The learner can:

01.01 explain the importance of knowing the difference between the features and benefits of products when demonstrating them

01.02 explain how demonstrating the features and benefits of products can help to promote and sell them

01.03 explain the importance of organising product demonstrations into logical steps and stages

#### Be able to make the preparations needed to ensure a safe and efficient product demonstration

02.01 take the necessary safety precautions before, during and immediately after demonstrating products

02.02 perform checks to ensure that all the equipment and products needed for the product demonstration are to hand before starting the demonstration

#### Be able to communicate to customers the features and benefits of the products being demonstrated

03.01 demonstrate products:  
• in a logical sequence of steps and stages  
• ensuring that all the product features and benefits the demonstration is intending to highlight are covered

03.02 provide accurate supporting commentary as needed that explains to customers the features and benefits of the product being demonstrated

#### Be able to tidy the demonstration area when a product demonstration is finished

04.01 explain the importance of tidying the demonstration area when the product demonstration is finished

04.02 clear equipment and products away after the product demonstration is finished in line with organisational procedures

## Unit Specification

**J/503/5691**

Promote loyalty schemes to customers in a retail environment



Qualification Framework: RQF

Title : Promote loyalty schemes to customers in a retail environment

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 11

Unit Credit Value : 3

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

Unit: J/503/5691 : Promote loyalty schemes to customers in a retail environment	
Understand the benefits to the organisation of signing customers up to the organisations loyalty scheme	
<b>Assessment Criterion - The learner can:</b>	
01.01	explain the benefits to the organisation of signing customers up to the loyalty scheme
Understand the importance of giving customers a good impression when promoting the organisations loyalty scheme	
02.01	explain the importance of treating customers politely and in a way that promotes goodwill, when promoting the loyalty scheme to them
Be able to communicate to customers the features and benefits of the organisations loyalty scheme	
03.01	ask customers questions to determine: •if they are members of the organisation's loyalty scheme •if they are interested in joining the organisation's loyalty scheme
03.02	describe to customers the benefits to them of joining the loyalty scheme, including any current special offers relating to the scheme
03.03	respond to any customer queries concerning the loyalty scheme while highlighting the benefits of joining it
03.04	provide customers with any information they need about the scheme to help them to decide whether to join it
Be able to gain customers commitment to the organisations loyalty scheme	
04.01	ask customers who are showing signs of interest to sign up for the loyalty scheme
04.02	provide the loyalty scheme membership application to customers
04.03	provide customers with information on how to complete their application for the loyalty scheme

## Unit Specification

**J/503/5707**

Follow point-of-sale procedures for age-restricted products in a retail environment



Qualification Framework : RQF

Title : Follow point-of-sale procedures for age-restricted products in a retail environment

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 11

Unit Credit Value : 2

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### **Unit: J/503/5707 : Follow point-of-sale procedures for age-restricted products in a retail environment**

#### **Know about legislation relating to the retail sale of age-restricted products**

##### **Assessment Criterion - The learner can:**

01.01	describe own level of authorisation to sell age-restricted products
01.02	state the age restrictions on the products that fall within own responsibility
01.03	describe what can happen if legal age restrictions are not complied with

#### **Understand the importance of maintaining customer goodwill when requesting proof of age**

02.01	explain the importance of maintaining customer goodwill when requesting proof of age
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#### **Be able to follow point-of-sale procedures for age-restricted products in a retail environment**

03.01	ask customers politely for proof of age when this is required by law or organisational policy
03.02	explain to customers, when necessary, the types of proof of age that can be accepted
03.03	refuse politely and firmly to accept payment for age-restricted products whenever doing so would be in breach of legislation or organisational policy

## Unit Specification

### K/502/1511

Identify and report the presence of pests, diseases and disorders



Qualification Framework: RQF

Title : Identify and report the presence of pests, diseases and disorders

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 23

Unit Credit Value : 3

SSAs : 3.2 Horticulture And Forestry

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Unit: K/502/1511 : Identify and report the presence of pests, diseases and disorders	
Identify and report the presence of pests, diseases and disorders	
Assessment Criterion - The learner can:	
01.01	Monitor the crop(s) in accordance with production requirements
01.02	Correctly identify the presence of pests, diseases and disorders
01.03	Correctly identify the presence of any biological controls in use and beneficial insects
01.04	Establish the extent of the pest population, disease and any disorders
01.05	Promptly report the presence to the appropriate person
Be able to work safely and minimise environmental damage	
02.01	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements
02.02	Carry out work in a manner which minimises environmental damage
Know how to identify and report the presence of pests, diseases and disorders	
03.01	Describe reasons for monitoring the crop
03.02	Describe when to carry out crop monitoring
03.03	Describe common types of pests, diseases and disorders and the problems caused
03.04	Describe biological controls and beneficial insects that can be used
03.05	Identify to whom you should report the presence and extent of pests, diseases, disorders and biological control/beneficial insects
Know relevant health and safety legislation and environmental good practice	
04.01	Outline the current health and safety legislation, codes of practice and any additional requirements
04.02	Describe how environmental damage can be minimised
04.03	Describe the correct methods for disposing of waste.
04.04	Describe the health and safety risks in monitoring pests, diseases and disorders

Unit Specification  
**K/503/5666**  
 Hand-process fish in a retail environment



Qualification Framework: RQF  
 Title: Hand-process fish in a retail environment  
 Unit Level: Level 2  
 Unit Sub Level: None  
 Guided Learning Hours: 21  
 Unit Credit Value: 6  
 SSAs: 7.1 Retailing and Wholesaling  
 Unit Grading Structure: Pass  
 Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).  
 Workplace assessment of occupational competence is required.

Unit: K/503/5666 : Hand-process fish in a retail environment	
Understand safe working practices in relation to hand-processing fish	
Assessment Criterion - The learner can:	
01.01	explain the importance of hygiene in relation to hand-processing fish
01.02	describe the organisations hygiene policy relating to hand-processing fish
01.03	describe safe working practices relating to hand-processing fish
01.04	explain the importance of following safe working practices when hand-processing fish
01.05	explain the dangers and disadvantages of using unsafe and blunt tools to hand-process fish
01.06	describe possible types of accident and injury associated with hand-processing fish
01.07	describe organisational procedures for dealing with accidents and injuries that occur when hand-processing fish
01.08	explain the importance of following the organisations cleaning schedule for the area where fish is hand-processed
Understand the relationship between the anatomy of fish and the way fish are hand-processed	
02.01	explain how the arrangement of body parts of a flat fish differs from that of a round fish
02.02	explain how the different arrangement of body parts affects the way that flat and round fish are hand-processed
Be able to hand-process fish	
03.01	perform checks to ensure that the fish to be prepared is of saleable quality
03.02	hand-process fish in ways that attempt to: •achieve organisational specifications for yield and quality •minimise waste •keep fish in a saleable condition throughout processing •maintain own and other people's health and safety
03.03	place processed products that meet organisational specifications into containers that will keep them in a saleable condition
Be able to maintain own work area in a condition fit for hand-processing fish	
04.01	organise own work area, equipment and tools to enable fish to be hand-processed safely, hygienically and efficiently
04.02	maintain hygienic working conditions when handling fish
04.03	dispose of waste from the hand-processing of fish in ways that meet legal and organisational requirements
04.04	clean and tidy own work area, tools and equipment after hand-processing fish, in accordance with the organisations cleaning schedule

## Unit Specification

**K/503/5697**

Order and position signage and graphics for visual merchandising displays



Qualification Framework: RQF

Title : Order and position signage and graphics for visual merchandising displays

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 15

Unit Credit Value : 3

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### Unit: K/503/5697 : Order and position signage and graphics for visual merchandising displays

#### Understand the role of signage and graphics within visual merchandising

##### Assessment Criterion - The learner can:

01.01	explain the purpose of signage in visual merchandising
01.02	explain how signage can contribute to the effectiveness of visual merchandising
01.03	explain the purpose of graphics in visual merchandising
01.04	explain how graphics can contribute to the effectiveness of visual merchandising

#### Be able to source signage and graphics to meet visual merchandising needs

02.01	describe to suppliers the signage and graphics required by the design brief
02.02	order signage and graphics: • within the required timescales • within the available budget • from suppliers who have confirmed they can meet the specified requirements
02.03	monitor the progress of orders for signage and graphics
02.04	assess signage and graphics when these are delivered, to ensure they meet the agreed requirements

#### Be able to position signage and graphics to support visual merchandising

03.01	position signage and graphics in accordance with: • the design brief • any house styles that apply • any branding requirements that apply • organisational policy on signage • legal requirements • the display's intended visual effect and message • organisational safety requirements • the need for signage and graphics to remain securely attached
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Unit Specification  
**L/502/0853**  
Provide nutrients to crops or plants

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Qualification Framework : RQF

Title : Provide nutrients to crops or plants

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 15

Unit Credit Value : 2

SSAs : 3.2 Horticulture And Forestry

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Unit: L/502/0853 : Provide nutrients to crops or plants	
Know how nutrient requirements vary and their method of application	
<b>Assessment Criterion - The learner can:</b>	
01.01	Describe how nutrient requirements vary according to the crop or plant grown and stage of development
01.02	Describe the range of conditions in which nutrient stress can occur
01.03	Describe the nutrients which are commonly used in the cultivation of crops or plants
01.04	Describe methods of providing nutrients to crops or plants
01.05	Describe the types of records required and the importance of accurate record keeping
<b>Know the types of equipment required and how to maintain them</b>	
02.01	Describe the equipment and methods of maintaining used to provide nutrients to crops or plants
<b>Know the current health and safety legislation and environmental good practice</b>	
03.01	Outline the current health and safety legislation, codes of practice and any additional requirements which apply to this area of work
03.02	Describe how environmental damage can be minimised
<b>Be able to provide nutrients to plants or crops</b>	
04.01	Identify the condition of plants or crops in relation to nutrient requirements
04.02	Apply nutrients correctly to maintain crop or plant growth and development as required
04.03	Provide clear and accurate information for recording purposes
<b>Be able to work safely and minimise environmental damage</b>	
05.01	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
05.02	Carry out work in a manner which minimises environmental damage
<b>Be able to select use and maintain equipment</b>	
06.01	Select and use appropriate equipment according to manufacturer's instructions and legal requirements
06.02	Prepare, maintain and store equipment in a safe and effective working condition

## Unit Specification

**L/503/5661**

Keep stock on sale at required levels in a retail environment



Qualification Framework: RQF

Title: Keep stock on sale at required levels in a retail environment

Unit Level: Level 2

Unit Sub Level: None

Guided Learning Hours: 16

Unit Credit Value: 3

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### Unit: L/503/5661 : Keep stock on sale at required levels in a retail environment

#### Understand the relationship between stock levels and demand for stock

##### Assessment Criterion - The learner can:

01.01 explain the importance of having enough stock in the store to meet demand

01.02 describe the factors that can affect demand for stock

#### Understand the relationship between stock levels and the quality of stock on sale

02.01 explain how stock rotation reduces the risk that stock will become unsaleable

02.02 describe the signs that stock is no longer saleable

#### Be able to check the level of stock on sale in a retail environment

03.01 calculate when to check stock levels, taking into account:

- expected demand for stock
- the time needed to order replacement stock

03.02 use the organisations stock control system to assess:

- current stock levels
- the stock levels needed
- any shortfalls in stock

03.03 describe the procedures for informing colleagues that stock needs replacing

#### Be able to replenish stock on sale in a retail environment

04.01 order stock as needed to maintain required levels

04.02 prepare stock for sale within the time allowed

04.03 arrange for stock to be moved to the sales floor as needed

04.04 rotate stock:

- in accordance with organisational procedures
- with the least possible disturbance to other people

04.05 dispose of packaging waste in accordance with organisational procedures

04.06 update the stock control system in line with organisational procedures to reflect:

- stock movements
- any disposal of unsaleable stock

04.07 calculate expected changes in demand and the corresponding changes that need to be made to stock levels



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Unit Specification  
**L/503/5689**  
Process payments for purchases in a retail environment

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Qualification Framework: RQF  
Title: Process payments for purchases in a retail environment  
Unit Level: Level 2  
Unit Sub Level: None  
Guided Learning Hours: 17  
Unit Credit Value: 4  
SSAs: 7.1 Retailing and Wholesaling  
Unit Grading Structure: Pass  
Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).  
Workplace assessment of occupational competence is required.

Unit: L/503/5689 : Process payments for purchases in a retail environment	
Understand legal and organisational requirements for processing payments in a retail environment	
<b>Assessment Criterion - The learner can:</b>	
01.01	explain the customers rights and the organisations duties and responsibilities in relation to the pricing of goods
01.02	explain how own organisation deals with suspected fraud
Be able to process payments for purchases in a retail environment	
02.01	resolve pricing problems by: •referring to reliable pricing information •seeking advice from the person who can provide clarification when pricing information is unclear or unavailable
02.02	tell customers the correct amount to pay, taking account of any special offers or discounts that apply
02.03	process payments in line with organisational procedures, where the payment is acceptable
02.04	explain how to tell customers tactfully that payment cannot be approved
02.05	offer any additional services to customers
02.06	treat customers politely throughout the payment process
02.07	acknowledge other customers who are waiting to pay or to be helped in some other way

Unit Specification  
**L/503/5708**  
 Provide National Lottery products to customers



Qualification Framework: RQF  
 Title : Provide National Lottery products to customers  
 Unit Level : Level 2  
 Unit Sub Level : None  
 Guided Learning Hours : 25  
 Unit Credit Value : 4  
 SSAs : 7.1 Retailing and Wholesaling  
 Unit Grading Structure : Pass  
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).  
 Workplace assessment of occupational competence is required.

Unit: L/503/5708 : Provide National Lottery products to customers	
Understand how the National Lottery operates	
Assessment Criterion - The learner can:	
01.01	explain the role of the operator in promoting the National Lottery
01.02	explain the role of the National Lottery Commission in monitoring how the National Lottery works
01.03	explain the potential risks of vulnerable players buying National Lottery products
01.04	describe relevant legal requirements relating to the National Lottery
Be able to use the service terminal	
02.01	describe the purpose of the service terminal
02.02	use the service terminal in line with the National Lottery operators policies and procedures
02.03	identify the designated person to ask for help when the service terminal is not working properly
Be able to communicate with customers concerning National Lottery products	
03.01	explain to customers, when necessary: •the rules of National Lottery products •how to play National Lottery games
03.02	explain to customers, when necessary, the differences between National Lottery products in terms of: •price •method of play •odds of winning
03.03	explain to underage and vulnerable players why you cannot sell National Lottery products to them
Be able to process National Lottery prize payouts	
04.01	process prize payouts in line with the National Lottery operators requirements

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Unit Specification  
**L/503/5711**  
Cash up in a retail environment

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Qualification Framework: RQF  
Title: Cash up in a retail environment  
Unit Level: Level 2  
Unit Sub Level: None  
Guided Learning Hours: 9  
Unit Credit Value: 2  
SSAs: 7.1 Retailing and Wholesaling  
Unit Grading Structure: Pass  
Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).  
Workplace assessment of occupational competence is required.

Unit: L/503/5711 : Cash up in a retail environment	
Be able to cash up accurately in a retail environment	
Assessment Criterion - The learner can:	
01.01	cash up in line with: <ul style="list-style-type: none"><li>•the organisation's schedule for cashing up</li><li>•organisational procedures for cashing up</li></ul>
01.02	follow organisational procedures for maintaining security when cashing up, including the security of: <ul style="list-style-type: none"><li>•self</li><li>•cash</li><li>•cash equivalents</li></ul>
01.03	use cashing up equipment to reconcile takings in line with organisational and/or manufacturers instructions
01.04	explain how to recognise till overages and shortages
01.05	deal with till overages and shortages: <ul style="list-style-type: none"><li>•in line with organisational procedures</li><li>•within the limits of own authority</li></ul>
01.06	report till overages and shortages to the designated person when these are not within own authority to resolve

## Unit Specification L/601/0933

Give customers a positive impression of yourself and your organisation.



Qualification Framework : RQF

Title : Give customers a positive impression of yourself and your organisation.

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 33

Unit Credit Value : 5

SSAs : 15.2 Administration

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

The assessment and quality assurance requirement for this unit provides evidence towards A and V units

### Unit: L/601/0933 : Give customers a positive impression of yourself and your organisation.

#### establish rapport with customers

##### Assessment Criterion - The learner can:

01.01	meet their organisations standards of appearance and behaviour
01.02	greet their customer respectfully and in a friendly manner
01.03	communicate with their customer in a way that makes them feel valued and respected
01.04	identify and confirm their customers expectations
01.05	treat their customer courteously and helpfully at all times
01.06	keep their customer informed and reassured
01.07	adapt their behaviour to respond to different customer behaviour

#### respond appropriately to customers

02.01	respond promptly to a customer seeking help
02.02	choose the most appropriate way to communicate with their customer
02.03	check with their customer that they have fully understood their expectations
02.04	respond promptly and positively to their customers questions and comments
02.05	allow their customer time to consider their response and give further explanation when appropriate

#### communicate information to customers

03.01	quickly find information that will help their customer
03.02	give their customer information they need about the services or products offered by their organisation
03.03	recognise information that their customer might find complicated and check whether they fully understand
03.04	explain clearly to their customers any reasons why their expectations cannot be met

#### understand how to give customers a positive impression of themselves and the organisation

04.01	describe their organisations standards for appearance and behaviour
04.02	explain their organisations guidelines for how to recognise what their customer wants and respond appropriately
04.03	identify their organisations rules and procedures regarding the methods of communication they use
04.04	explain how to recognise when a customer is angry or confused
04.05	identify their organisations standards for timeliness in responding to customer questions and requests for information

## Unit Specification

**M/503/5667**

Process greengrocery products for sale in a retail environment



Qualification Framework: RQF

Title: Process greengrocery products for sale in a retail environment

Unit Level: Level 2

Unit Sub Level: None

Guided Learning Hours: 17

Unit Credit Value: 7

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### Unit: M/503/5667 : Process greengrocery products for sale in a retail environment

#### Be able to prepare greengrocery products for sale

##### Assessment Criterion - The learner can:

01.01 explain the importance of keeping greengrocery products in a hygienic condition when preparing them for sale

01.02 explain the importance of protecting greengrocery products from damage when preparing them for sale

01.03 handle greengrocery products:  
•hygienically  
•in ways that protect them from damage

01.04 remove unwanted packaging from greengrocery products

01.05 remove unwanted parts of greengrocery products to make products as attractive as possible to customers

01.06 deal with any greengrocery products that do not meet the organisations quality standards, in line with organisational procedures

01.07 weigh greengrocery products accurately, when weighing is required

01.08 sort greengrocery products according to type and quality

01.09 package greengrocery products in line with organisational requirements for presentation

01.10 place unwanted packaging and waste from greengrocery products in the designated places for recycling

#### Be able to replenish displays of greengrocery products

02.01 perform checks to ensure that the designated display areas for greengrocery products are clean before replenishing them with stock

02.02 arrange greengrocery products:  
•in the designated display area for each product  
•in ways that will attempt to attract customers to buy them

02.03 perform checks to ensure that the ticketing and coding of greengrocery products contain accurate information about products and prices

#### Be able to maintain the quality of greengrocery products on display

03.01 carry out regular checks of the quality and shelf life of greengrocery products on display

03.02 place greengrocery products in the designated places for recycling when they have little or no shelf life or have deteriorated in quality

03.03 rotate the stock of greengrocery items according to the shelf life of those items

## Unit Specification

**M/503/5684**

Display stock to promote sales to customers in a retail environment



Qualification Framework: RQF

Title : Display stock to promote sales to customers in a retail environment

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 26

Unit Credit Value : 5

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

Unit: M/503/5684 : Display stock to promote sales to customers in a retail environment	
Understand the importance of checking for potential health and safety issues before setting up and dismantling displays	
Assessment Criterion - The learner can:	
01.01	explain the importance of checking for potential health and safety issues before setting up and dismantling displays
Understand how displays help to promote sales	
02.01	explain how sales can be promoted by: <ul style="list-style-type: none"> <li>the effective use of space in a display</li> <li>the positioning of products within a display</li> <li>the use of labelling in a display</li> </ul>
Know about legal requirements for labelling products in a display	
03.01	describe the legal requirements for labelling products in a display
03.02	state what can happen if legal requirements for labelling products in a display are not met
Be able to establish the availability of space and other resources needed for a display	
04.01	identify the person or people who can provide advice if any problems arise with the space or other resources needed to prepare a display as instructed
04.02	perform checks on the space available for a display to ensure that: <ul style="list-style-type: none"> <li>there is enough space for the display</li> <li>the display will not cause an obstruction</li> </ul>
04.03	perform checks to ensure that the materials, equipment and stock needed for the display are: <ul style="list-style-type: none"> <li>available</li> <li>in working order</li> </ul>
Be able to prepare a display area for use in a retail environment	
05.01	prepare a display area for use, ensuring that the area is: <ul style="list-style-type: none"> <li>clear of any items not wanted for the display</li> <li>clean</li> </ul>
Be able to set up a display in a retail environment	
06.01	set up a display: <ul style="list-style-type: none"> <li>using safe working practices</li> <li>in line with plans</li> <li>within the time allowed</li> <li>minimising the inconvenience caused to other people nearby</li> </ul>
06.02	check that the finished display: <ul style="list-style-type: none"> <li>has the levels of stock needed</li> <li>is clean, tidy and safe for use</li> </ul>
06.03	clear the area where the display has been set up of any equipment, excess materials and waste in line with organisational procedures
Be able to label a display of stock in a retail environment	
07.01	perform checks to ensure that the information on labels meets legal and organisational requirements before including labels in a display
07.02	identify the person who should be told about any information on labels that needs changing
07.03	position labels in line with organisational requirements
Be able to dismantle a display in a retail environment	
08.01	dismantle the display: <ul style="list-style-type: none"> <li>using safe working practices</li> <li>within the time allowed</li> <li>minimising the inconvenience caused to other people nearby</li> </ul>
08.02	clear the area where the display has been dismantled of any equipment or excess materials: <ul style="list-style-type: none"> <li>safely</li> <li>using the designated storage or disposal facilities</li> </ul>

## Unit Specification

**M/503/5698**

Dismantle and store props and graphics from visual merchandising displays



Qualification Framework : RQF

Title : Dismantle and store props and graphics from visual merchandising displays

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 15

Unit Credit Value : 3

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

Unit: M/503/5698 : Dismantle and store props and graphics from visual merchandising displays	
Understand the importance of storing props and graphics for future use in visual merchandising displays	
Assessment Criterion - The learner can:	
01.01	explain the importance of labelling props and graphics before leaving them in storage
01.02	explain why records must be kept of props and graphics in storage
01.03	explain why props and graphics must be stored securely
Be able to dismantle visual merchandising displays	
02.01	dismantle displays using working practices that: <ul style="list-style-type: none"> <li>• comply with organisational health and safety requirements</li> <li>• attempt to protect the components of the display from being damaged</li> </ul>
02.02	return merchandise to the designated places in line with organisational procedures
02.03	dispose of unwanted items from the dismantled display in line with organisational procedures
02.04	keep records of the movement and disposal of items from dismantled displays in line with organisational procedures
02.05	clean display sites and components: <ul style="list-style-type: none"> <li>• in line with organisational procedures</li> <li>• using equipment and materials suited to the task</li> </ul>
Be able to store props and graphics from dismantled visual merchandising displays	
03.01	assess the space required for props and graphics that are to be put into storage
03.02	store props and graphics: <ul style="list-style-type: none"> <li>• in line with organisational procedures</li> <li>• in secure but accessible places</li> <li>• in ways that do not pose a health and safety risk</li> </ul>
03.03	keep up-to-date storage records in line with organisational procedures
03.04	report any damaged and/or missing props and graphics in line with organisational procedures

## Unit Specification

**M/503/5717**

Help customers to apply for a retail stores credit card and associated insurance products



Qualification Framework : RQF

Title : Help customers to apply for a retail store's credit card and associated insurance products

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 22

Unit Credit Value : 4

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

Unit: M/503/5717 : Help customers to apply for a retail stores credit card and associated insurance products	
Understand the legal requirements relating to informing customers about insurance products associated with a retail stores credit card	
Assessment Criterion - The learner can:	
01.01	explain the difference between informing and advising customers about insurance products
01.02	explain why it is not within own limits of authority to provide advice to customers about insurance products
01.03	explain the legal requirement for offering customers the opportunity to read the insurance policy summary
Understand the importance of helping customers to understand the implications of applying for a retail stores credit card and associated insurance products	
02.01	explain how customers can benefit from reading the policy summary for an insurance product associated with the retail stores credit card
02.02	explain why customers may take credit card and insurance application forms away to study in detail
02.03	explain why blank application forms must be voided before being given to the customer to take away
Understand the legal requirements relating to helping customers to apply for the stores credit card and associated insurance products	
03.01	explain the legal requirements for giving customers information about the process of applying for the stores credit card and associated insurance products
03.02	explain why customers must provide proof of identity when applying for the stores credit card and associated insurance products
03.03	explain why customers personal data must be kept secure during the process of applying for the stores credit card and associated insurance products
03.04	explain the importance of not speculating with customers on possible reasons why their applications for the retail stores credit card have been declined
Be able to offer customers insurance products associated with the stores credit card	
04.01	tell customers about the features of the insurance being applied for in ways that: <ul style="list-style-type: none"> <li>• use legally compliant wording</li> <li>• are factually correct</li> <li>• are unbiased</li> </ul>
04.02	tell customers: <ul style="list-style-type: none"> <li>• whether the insurance is optional</li> <li>• the cost of the insurance</li> <li>• the type and extent of the cover available</li> <li>• any significant and unusual exclusions</li> <li>• their right to cancel the insurance</li> </ul>
04.03	tell customers about the benefits of reading the insurance policy summary
04.04	allow sufficient time for customers to read the insurance policy summary should they wish to do so
04.05	perform checks to ensure that customers are eligible for the insurance they wish to apply for
04.06	inform customers who ask for advice about an insurance product: <ul style="list-style-type: none"> <li>• that it is not within own authority to provide such advice</li> <li>• who the customer can contact for such advice</li> </ul>
04.07	ask customers questions to ensure that they understand information about the insurance product they have applied for
Be able to help customers to apply for a retail stores credit card and associated insurance products	
05.01	comply with relevant legal requirements when giving customers information about the process of applying for the retail stores credit card and associated insurance products
05.02	provide customers with voided blank application forms on request to take away to consider, ensuring that customers are told that they are welcome to do this
05.03	perform checks to ensure that the customers identity has been proved
05.04	follow organisational requirements to keep customers personal data secure throughout the application process
05.05	process applications in line with the procedures agreed between the store and the insurer
05.06	tell customers whose applications have been accepted: <ul style="list-style-type: none"> <li>• their credit limit</li> <li>• the Annual Percentage Rate (APR) that applies</li> </ul>
05.07	follow organisational procedures to enable customer accounts to be set up
05.08	tell customers whose applications have not been accepted: <ul style="list-style-type: none"> <li>• in line with organisational procedures</li> <li>• without speculating with the customer on the reasons for the refusal</li> </ul>
05.09	follow organisational procedures when technical problems arise with the application system or equipment



Unit Specification  
**R/502/0854**  
 Maintain moisture levels for crops or plants



Qualification Framework : RQF

Title : Maintain moisture levels for crops or plants

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 15

Unit Credit Value : 2

SSAs : 3.2 Horticulture And Forestry

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Unit: R/502/0854 : Maintain moisture levels for crops or plants	
Know why it is important to maintain moisture for crops and plants	
Assessment Criterion - The learner can:	
01.01	Describe how moisture requirements vary according to the crop or plants and stage of development
01.02	Describe the methods and systems for maintaining moisture levels
01.03	Describe the impact of prevailing weather conditions on the crop or plants water requirements
01.04	Identify the types of records required and the importance of accurate record keeping
Know the types of equipment required and how to maintain them	
02.01	Describe the equipment which will be necessary for maintaining moisture levels to crops or plants
02.02	Describe methods of maintaining the equipment ready for use
Know the current health and safety legislation and environmental good practice	
03.01	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.
03.02	Describe how environmental damage can be minimised
Be able to select, use and maintain equipment	
04.01	Select appropriate equipment for this area of work
04.02	Use equipment according to manufacturers instructions and legal requirements
04.03	Prepare, maintain and store equipment in a safe and effective working condition
Be able to maintain moisture levels for crops and plants	
05.01	Identify correctly the condition of the crop or plant
05.02	Maintain moisture levels in accordance with the crop or plant requirements
05.03	Provide clear and accurate information for recording purposes
Be able to work safely and minimise environmental damage	
06.01	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
06.02	Carry out work in a manner which minimises environmental damage

## Unit Specification

**R/503/5659**

Receive goods and materials into storage in a retail environment



Qualification Framework: RQF

Title: Receive goods and materials into storage in a retail environment

Unit Level: Level 2

Unit Sub Level: None

Guided Learning Hours: 22

Unit Credit Value: 4

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### Unit: R/503/5659 : Receive goods and materials into storage in a retail environment

#### Understand the importance of preparing for expected deliveries

##### Assessment Criterion - The learner can:

01.01	explain why it is necessary to prepare thoroughly to receive deliveries
01.02	explain why any shortage of storage space needs to be reported promptly
01.03	explain why accurate, complete and up-to-date records are needed for deliveries
01.04	explain how adequate preparation helps to ensure that the health and safety requirements relating to deliveries are met

#### Understand own responsibility for handling goods and materials

02.01	explain the importance of handling goods and materials safely, hygienically and in ways that protect them from damage
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#### Be able to prepare to receive deliveries in a retail environment

03.01	Identify: •the quantity of the items expected •the nature of the items expected •the storage space needed
03.02	perform checks to ensure that enough storage space is available for expected deliveries
03.03	Identify the person to report any shortage of storage space to
03.04	perform checks to ensure that the receiving area is clean, tidy and free from obstructions and hazards
03.05	perform checks to ensure that the necessary handling equipment is available and is in good working order
03.06	perform checks to ensure that the relevant records are complete, accurate and up to date

#### Be able to receive deliveries into storage in a retail environment

04.01	perform checks to ensure that the type, quantity and quality of items delivered are acceptable
04.02	describe how to refuse faulty deliveries, including how to record these and who needs to know about them
04.03	use methods that are safe, hygienic and protect the items from damage to check deliveries
04.04	allow deliveries to be off-loaded only into the designated areas
04.05	update stock control systems in line with organisational procedures
04.06	follow legal and organisational requirements for maintaining security and safety while receiving deliveries

Unit Specification  
**R/503/5662**  
 Process customer orders for goods in a retail environment



Qualification Framework: RQF  
 Title : Process customer orders for goods in a retail environment  
 Unit Level : Level 2  
 Unit Sub Level : None  
 Guided Learning Hours : 19  
 Unit Credit Value : 3  
 SSAs : 7.1 Retailing and Wholesaling  
 Unit Grading Structure : Pass  
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).  
 Workplace assessment of occupational competence is required.

Unit: R/503/5662 : Process customer orders for goods in a retail environment	
Understand the importance of customer service in relation to processing customers orders	
<b>Assessment Criterion - The learner can:</b>	
01.01	explain the importance of giving customers clear, accurate and complete information about the terms of supply
01.02	explain the importance of keeping customers informed of the progress of their orders
Understand the correct use of customer information in relation to processing customers orders	
02.01	describe the information that must be obtained from customers when they place orders
02.02	explain why information is needed from customers when they place orders, including any information that is required by law
02.03	outline the legal and organisational requirements relating to customer confidentiality
02.04	explain the consequences of not keeping customer information confidential
Be able to find out what customers want to order	
03.01	ask questions to clarify customers requirements
03.02	use product information to help customers who are unsure which exact products will best meet their requirements
Be able to check the availability of the goods customers want to order	
04.01	describe the available sources of supply
04.02	check the availability of goods and the terms and conditions of supply
04.03	offer alternative options to customers if the required goods are not currently in stock
Be able to process orders for customers	
05.01	check customer identity and credit status in accordance with legal and organisational procedures
05.02	prepare accurate and complete orders using the organisations required format
05.03	communicate orders to those responsible for fulfilling them in line with organisational procedures
05.04	maintain the requisite level of confidentiality when storing, using and sharing customer information

## Unit Specification

### R/503/5676

Pick products in a retail environment to fulfil customer orders



Qualification Framework: RQF

Title: Pick products in a retail environment to fulfil customer orders

Unit Level: Level 2

Unit Sub Level: None

Guided Learning Hours: 19

Unit Credit Value: 4

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

#### Unit: R/503/5676 : Pick products in a retail environment to fulfil customer orders

##### Be able to organise own work to pick orders within a retail environment

###### Assessment Criterion - The learner can:

- |       |  |
|-------|--|
| 01.01 | plan own route around the retail environment, ensuring this will enable orders to be picked in line with organisational procedures |
| 01.02 | identify the person who can give advice if picking instructions are unclear  |

##### Be able to pick products in a retail environment to meet customer requirements

- |       |   |
|-------|---|
| 02.01 | minimise the inconvenience caused to other people in the retail environment when picking products |
| 02.02 | perform checks to ensure that the products being picked are of saleable quality                   |
| 02.03 | protect products from damage and deterioration throughout the picking process                     |
| 02.04 | follow organisational procedures for recording picked products and unavailable products           |
| 02.05 | choose alternatives as allowed when products requested by customers are not in stock              |
| 02.06 | use methods for separating products for different orders when picking for more than one customer  |

##### Be able to prepare picked orders for collection or despatch from a retail environment

- |       |  |
|-------|--|
| 03.01 | pack orders in ways that : <ul style="list-style-type: none"><li>•keep products in saleable condition during transit</li><li>•avoid using excessive amounts of packaging</li></ul> |
| 03.02 | place packed orders in the designated places ready for collection or despatch from the retail environment  |

## Unit Specification

### R/503/5709

#### Advise customers on the fixing and care of tiles



Qualification Framework: RQF

Title: Advise customers on the fixing and care of tiles

Unit Level: Level 2

Unit Sub Level: None

Guided Learning Hours: 35

Unit Credit Value: 6

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

#### Unit: R/503/5709 : Advise customers on the fixing and care of tiles

##### Be able to establish customer requirements for fixing tiles

###### Assessment Criterion - The learner can:

01.01	ask customers questions to establish: •the nature of the surfaces to be tiled •how the tiled surfaces are to be used •whether there are any existing or planned fixtures, fittings, pipework or cabling •whether there is, or will be, underfloor heating, where a floor is to be tiled
01.02	reach an agreement with customers concerning: •whether tiling is a practical solution for the surface and intended use •how the tiled surfaces are to be finished off •how best to accommodate any existing or planned fixtures, fittings, pipework or cabling •the need for a tanking system, where applicable
<b>Be able to explain to customers how to fix tiles</b>	
02.01	explain to customers how to fix tiles, including: •how to prepare the surface to be tiled •how to fix and use battens, where applicable •how to waterproof walls before tiling, where applicable •how to site movement joints, where applicable •what types of adhesive and grout are needed and how to apply these, including the curing and drying times involved •how and in what order to apply products •what tools to use for cutting and drilling tiles, and how to use these safely and effectively •which tiles cannot be cut or drilled and why, where applicable •the methods and materials for fitting, fixing and sealing electrical underfloor heating systems, where applicable •safe working and best practice techniques, including the importance of following manufacturers' instructions
<b>Be able to recommend additional products to customers</b>	
03.01	explain to customers how to take care of the tiled surfaces they intend to fix
03.02	recommend suitable cleaning and maintenance products to customers

## Unit Specification

### R/503/5712

Promote a retail stores credit card to customers in a retail environment



Qualification Framework: RQF

Title : Promote a retail store's credit card to customers in a retail environment

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 12

Unit Credit Value : 3

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

Unit: R/503/5712 : Promote a retail stores credit card to customers in a retail environment	
Understand the importance of promoting a retail stores credit card to both potential and existing holders of the card	
Assessment Criterion - The learner can:	
01.01	explain how the store can benefit from having customers who hold the stores credit card
01.02	explain how the store can benefit from enhancing the retail experience of existing holders of the stores credit card
Be able to promote a retail stores credit card to customers in a retail environment	
02.01	ask potentially eligible customers if they have a credit card with the store
02.02	promote the benefits of the retail stores credit card to: <ul style="list-style-type: none"><li>•potential new customers</li><li>•existing card holders</li></ul>
02.03	comply with legal requirements to disclose to customers who express an interest in having the retail stores credit card: <ul style="list-style-type: none"><li>•the costs involved</li><li>•the repayment terms</li><li>•the customers right to cancel the card</li></ul>
02.04	address concerns customers may have about the retail stores credit card, ensuring that: <ul style="list-style-type: none"><li>•any information provided is legally compliant</li><li>•benefits of the retail stores credit card are reinforced</li></ul>

Unit Specification  
**T/503/5668**  
 Finish meat products by hand in a retail environment



Qualification Framework: RQF  
 Title: Finish meat products by hand in a retail environment  
 Unit Level: Level 2  
 Unit Sub Level: None  
 Guided Learning Hours: 29  
 Unit Credit Value: 9  
 SSAs: 7.1 Retailing and Wholesaling  
 Unit Grading Structure: Pass  
 Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).  
 Workplace assessment of occupational competence is required.

Unit: T/503/5668 : Finish meat products by hand in a retail environment	
Be able to check the suitability of meat products for finishing in a retail environment	
Assessment Criterion - The learner can:	
01.01	perform checks to ensure that the meat products to be processed meet the organisations quality specifications
01.02	state reasons for rejecting meat products at the checking stage
01.03	deal with meat products rejected during the checking process: <ul style="list-style-type: none"> <li>•safety</li> <li>•hygienically, including keeping them separate from other meat products</li> </ul>
01.04	keep meat products at the specified temperatures during handling, transfer and storage
01.05	explain why meat should be held at the specified temperatures
01.06	keep records of the checking process, in line with organisational procedures
Be able to organise own work area and equipment for finishing meat products in a retail environment	
02.01	organise own work area to meet organisational requirements for: <ul style="list-style-type: none"> <li>•health and safety</li> <li>•food safety</li> <li>•finishing meat products as instructed</li> </ul>
02.02	select hand tools that are suited to specific meat finishing tasks
02.03	state potential dangers associated with particular tools and equipment
02.04	prepare meat finishing tools and equipment in line with organisational safety and processing requirements
02.05	deal with faulty meat finishing tools and equipment in line with organisational procedures
02.06	clean meat finishing tools and equipment after use in line with organisational safety and processing requirements
02.07	store meat finishing tools and equipment after cleaning in the designated places
Be able to achieve meat product yield and finish in a retail environment	
03.01	organise own meat finishing work in line with organisational finishing instructions
03.02	finish meat products: <ul style="list-style-type: none"> <li>•within the time allowed</li> <li>•achieving the organisational specification for the finished product</li> <li>•achieving the product yield required</li> </ul>
03.03	deal with meat products rejected from the finishing process in line with organisational procedures
03.04	store finished products in line with organisational procedures

## Unit Specification

**T/503/5685**

Help customers to choose products in a retail environment



Qualification Framework: RQF

Title: Help customers to choose products in a retail environment

Unit Level: Level 2

Unit Sub Level: None

Guided Learning Hours: 20

Unit Credit Value: 6

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### Unit: T/503/5685 : Help customers to choose products in a retail environment

#### Understand the importance of focusing on the individual customers requirements

##### Assessment Criterion - The learner can:

- |       |   |
|-------|---|
| 01.01 | explain the importance of customer confidence and loyalty to the business                                     |
| 01.02 | explain the importance of focusing on the product features and benefits that interest the individual customer |

#### Know how sales are confirmed with the customer and closed

- |       |  |
|-------|--|
| 02.01 | describe how to recognise buying signals |
| 02.02 | describe techniques for closing the sale |

#### Be able to find out what products customers may be interested in buying

- |       |  |
|-------|--|
| 03.01 | ask customers questions to find out: <ul style="list-style-type: none"><li>• what they are looking for</li><li>• which product features and benefits interest them</li></ul> |
|-------|--|

#### Be able to help customers to choose the products that best meet their needs

- |       |   |
|-------|---|
| 04.01 | describe relevant product features and benefits accurately in ways that attempt to help customers to differentiate between products |
| 04.02 | give customers the opportunity to evaluate products and ask questions   |
| 04.03 | respond to customers questions in ways that attempt to encourage sales and promote goodwill   |

#### Be able to close sales

- |       |  |
|-------|--|
| 05.01 | confirm customers buying decisions   |
| 05.02 | use questioning techniques to ascertain whether customers need any associated or additional products |
| 05.03 | explain to customers any customer rights that apply to their purchases                               |
| 05.04 | ensure that customers know where to pay for their purchases  |



## Unit Specification

**T/503/5699**

Make props and decorate fixtures and panels for visual merchandising displays



Qualification Framework : RQF

Title : Make props and decorate fixtures and panels for visual merchandising displays

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 45

Unit Credit Value : 10

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### Unit: T/503/5699 : Make props and decorate fixtures and panels for visual merchandising displays

#### Understand the purpose of props within visual merchandising displays

##### Assessment Criterion - The learner can:

01.01	explain the visual effects that can be achieved with life size and scale models
01.02	explain why it is necessary to decorate panels and fixtures in creative ways
01.03	explain how decorated panels and fixtures contribute to visual effects
01.04	explain why different kinds of merchandise need different approaches to decoration

#### Be able to specify requirements for visual merchandising props

02.01	produce specifications for visual merchandising props that: <ul style="list-style-type: none"> <li>•meet the design brief</li> <li>•are achievable within budget and timescales</li> <li>•specify the type, size and function of the props needed</li> <li>•specify whether props can be obtained ready made or need to be made to order</li> <li>•include plans for obtaining the props</li> </ul>
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#### Be able to make props for use in visual merchandising displays

03.01	select techniques, materials, tools and equipment that are suited to making the props specified in the design brief
03.02	produce final versions of props, ensuring they: <ul style="list-style-type: none"> <li>•follow the requirements of the design brief</li> <li>•follow organisational health and safety requirements</li> <li>•are finished within the required timescales</li> </ul>

#### Be able to decorate fixtures and panels for visual merchandising displays

04.01	select decorative techniques and materials that: <ul style="list-style-type: none"> <li>•attempt to create the visual effect required by the design brief</li> <li>•are within cost limits</li> </ul>
04.02	use tools, equipment and materials for decorative work in line with organisational procedures
04.03	produce finished decorative work that: <ul style="list-style-type: none"> <li>•is free from faults</li> <li>•has the visual impact required by the design brief</li> <li>•is consistent with the design brief</li> <li>•is completed within required timescales</li> </ul>

## Unit Specification

**T/503/5718**

Help customers to choose delicatessen products in a retail environment



Qualification Framework: RQF

Title: Help customers to choose delicatessen products in a retail environment

Unit Level: Level 2

Unit Sub Level: None

Guided Learning Hours: 15

Unit Credit Value: 3

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### Unit: T/503/5718 : Help customers to choose delicatessen products in a retail environment

#### Be able to find out what customers are looking for at the delicatessen counter

##### Assessment Criterion - The learner can:

01.01	communicate with customers at the delicatessen counter in ways that : <ul style="list-style-type: none"><li>•attempt to establish a rapport with them</li><li>•find out what they are looking for</li></ul>
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#### Be able to suggest delicatessen products that meet customer needs

02.01	match delicatessen products as closely as possible to customers stated requirements, from the products available
02.02	suggest, politely, possible alternative portion sizes or products when customer requests for delicatessen products are impractical
02.03	provide customers with information about delicatessen products that is factually correct
02.04	explain the differences between delicatessen products in ways that attempt to help customers to choose the products that best meet their requirements
02.05	recommend associated or additional products to the customer at the delicatessen counter

## Unit Specification

**T/503/5721**

Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment



Qualification Framework : RQF

Title : Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 15

Unit Credit Value : 4

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

Unit: T/503/5721 : Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment	
Understand the commercial value of demonstrating make-up and skincare products	
Assessment Criterion - The learner can:	
01.01	explain the purpose and value of demonstrations in promoting and selling make-up and skincare products
Understand the elements of a demonstration of make-up and skincare products	
02.01	explain how own personal hygiene and grooming contribute to making the demonstration a pleasant experience for customers
02.02	explain the importance of gaining the customers permission for a demonstration
02.03	explain the difference between features and benefits of products
02.04	explain the importance of communicating features and benefits to the customer when demonstrating and applying make-up and skincare products
02.05	explain the importance of organising demonstrations of make-up and skincare products into a series of logical steps
02.06	explain the importance of clearing away products and equipment after demonstrating make-up and skincare products
Be able to prepare to demonstrate make-up and skincare products to customers at a beauty counter in a retail environment	
03.01	ask customers permission to carry out a demonstration
03.02	ask customers if they have enough time for a demonstration
03.03	tell customers which products are going to be applied and why
03.04	ask customers if they are allergic to any products or ingredients
03.05	perform checks to ensure that all the necessary products, tools and materials are to hand
03.06	perform checks to ensure that any products, tools or materials being used do not include anything to which the customer is allergic
03.07	protect customers hair and clothing from coming into contact with the products that will be demonstrated
Be able to apply make-up or skincare products to customers as part of a demonstration	
04.01	apply make-up or skincare products to customers: <ul style="list-style-type: none"> <li>• in a logical sequence</li> <li>• using tools and materials that are suited to the task</li> <li>• following organisational procedures for hygienic application</li> <li>• within the time agreed with the customer</li> </ul>
04.02	describe to customers the make-up or skincare products being demonstrated, focusing on the product features and benefits
Be able to conclude a demonstration of make-up or skincare products	
05.01	ask customers questions to determine whether they are satisfied with the results of the make-up or skincare demonstration by: <ul style="list-style-type: none"> <li>• providing opportunities for customers to look in a mirror at the end of the demonstration, taking into consideration the lighting and angle of the mirror</li> <li>• asking customers whether they want any adjustments to be made to the products that have been applied</li> </ul>
05.02	clear away equipment and products at the end of the make-up or skincare demonstration in line with organisational procedures without keeping customers waiting unduly

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Unit Specification  
**T/601/4555**  
Hand-divide, mould and shape fermented dough

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Qualification Framework : RQF

Title : Hand-divide, mould and shape fermented dough

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 21

Unit Credit Value : 4

SSAs : 4.2 Manufacturing Technologies

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

This unit is designed to assess the skills of learners in the workplace, hand-dividing, moulding and shaping fermented dough. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

**Unit: T/601/4555 : Hand-divide, mould and shape fermented dough**

**Hand-divide fermented dough to specifications and instructions**

**Assessment Criterion - The learner can:**

01.01	Check the dough meets the specification and instructions
01.02	Take action on discovering any discrepancy between dough and the specification
01.03	Check the condition of dividing tools and the accuracy of equipment
01.04	Hand-divide dough
01.05	Minimise waste and deal with scrap material
01.06	Position divided dough portions for further processing.

**Hand-mould and shape fermented dough**

02.01	Check the portioned dough meets instructions and the specification
02.02	Take action on discovering any discrepancy between portioned dough and the specification
02.03	Prepare and maintain table surface for moulding and shaping
02.04	Hand-mould and shape portioned dough
02.05	Wash and dress shaped dough surfaces according to specification
02.06	Minimise waste and deal with scrap material
02.07	Place dough in the specified condition and location for further processing
02.08	Operate within the limits of own authority and capabilities.

Unit Specification  
**Y/502/1214**  
 Remove unwanted plant growth to maintain development



Qualification Framework : RQF

Title : Remove unwanted plant growth to maintain development

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 38

Unit Credit Value : 5

SSAs : 3.2 Horticulture And Forestry

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Unit: Y/502/1214 : Remove unwanted plant growth to maintain development	
Know the different types of unwanted plant growth	
Assessment Criterion - The learner can:	
01.01	Identify different types of plant material and explain why it must be removed covering: (i) damaged plants(ii) diseased material(iii) weeds(iv) plant debris (v) non typical(vi) dead(vii) excessive growth(viii) badly positioned
Know how to maintain plant development	
02.01	Describe how all the following methods can be used to maintain/control plant development:(i) trimming (ii) supporting(iii) thinning(iv) spacing(v) irrigation(vi) growth regulators(vii) lighting and shading(viii) protection(ix) pruning
Know the types of equipment required and how to maintain them	
03.01	Describe the equipment which will be necessary for maintaining plant development
03.02	Describe methods of maintaining the equipment ready for use
Know the current health and safety legislation and environmental good practice	
04.01	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.
04.02	Describe how environmental damage can be minimised
04.03	Describe the correct methods for disposing of organic and inorganic waste.
04.04	Describe why it is important to maintain hygiene and how this is achieved
Be able to select, use and maintain equipment	
05.01	Select appropriate equipment for this area of work
05.02	Use equipment according to manufacturers instructions and legal requirements
05.03	Prepare, maintain and store equipment in a safe and effective working condition
Be able to identify unwanted plant growth	
06.01	Recognise unwanted plant material as appropriate
Be able to remove unwanted plant growth	
07.01	Remove unwanted plant material using appropriate techniques according to the species, time of year, stage of development
07.02	Maintain the growing environment in a hygienic condition
Be able to work safely and minimise environmental damage	
08.01	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
08.02	Carry out work in a manner which minimises environmental damage
08.03	Dispose of waste safely and correctly

Unit Specification  
**Y/503/5663**  
 Process returned goods in a retail environment



Qualification Framework: RQF  
 Title : Process returned goods in a retail environment  
 Unit Level : Level 2  
 Unit Sub Level : None  
 Guided Learning Hours : 18  
 Unit Credit Value : 3  
 SSAs : 7.1 Retailing and Wholesaling  
 Unit Grading Structure : Pass  
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).  
 Workplace assessment of occupational competence is required.

Unit: Y/503/5663 : Process returned goods in a retail environment	
Know about rights and responsibilities in relation to returned goods	
Assessment Criterion - The learner can:	
01.01	describe reasons customers might have for returning goods
01.02	describe customers legal rights to replacements and refunds
01.03	describe the organisations policy concerning replacements and refunds, including proof of purchase and any charges that apply when the organisation is not at fault
01.04	describe the options available to customers who need to return unwanted goods, including any action customers need to take in connection with each option
Understand the importance of stock control systems	
02.01	explain the importance of updating stock control systems when returns are made
Be able to help retail customers who need to return goods	
03.01	ask customers politely why they want to return goods, when it is necessary to ascertain the reason
03.02	apologise if the organisation appears to be at fault
03.03	offer customers replacements and refunds in accordance with legal and organisational requirements
03.04	describe politely to customers any action that will be taken concerning the goods they have returned, including any charges that apply
Be able to process returned goods	
04.01	classify returned goods according to their type and condition
04.02	separate unsaleable goods from stock that is to be returned to the sales floor
04.03	label accurately any goods that are to be returned to the supplier or manufacturer
04.04	move returned goods to the correct places ready for despatch, disposal or resale
04.05	communicate accurate and complete information to those responsible for raising a credit note or refunding the payment
04.06	update the stock control system in line with organisational procedures when goods are returned

## Unit Specification

**Y/503/5680**

Glaze, coat or decorate bake-off products for sale in a retail environment



Qualification Framework: RQF

Title : Glaze, coat or decorate bake-off products for sale in a retail environment

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 15

Unit Credit Value : 3

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

Unit: Y/503/5680 : Glaze, coat or decorate bake-off products for sale in a retail environment	
Know the legal and organisational requirements that apply when glazing, coating and decorating bake-off products in a retail environment	
Assessment Criterion - The learner can:	
01.01	describe the legal and organisational requirements that apply when glazing, coating or decorating bake-off products in a retail environment
Be able to glaze, coat and decorate bakeoff products in a retail environment	
02.01	assess whether bake-off products and finishing materials are in the right condition for glazing, coating or decorating
02.02	apply glazes, coating, or decorative materials to bake-off products using organisational procedures
02.03	assess whether glazed, coated or decorated bake-off products: <ul style="list-style-type: none"><li>•meet the organisation's specification</li><li>•are correctly positioned for the next stage in the bakery process</li></ul>
02.04	apply organisational procedures for dealing with finished bake-off products that fail to meet the product specification
02.05	produce glazed, coated or decorated bake-off products: <ul style="list-style-type: none"><li>•to the amount required</li><li>•within an allocated time</li><li>•with a minimum of waste</li></ul>
02.06	apply organisational procedures for saving or disposing of waste materials resulting from working with bake-off products

## Unit Specification

**Y/503/5694**

Provide a bra fitting service in a retail environment



Qualification Framework: RQF

Title: Provide a bra fitting service in a retail environment

Unit Level: Level 2

Unit Sub Level: None

Guided Learning Hours: 44

Unit Credit Value: 10

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### Unit: Y/503/5694 : Provide a bra fitting service in a retail environment

#### Understand what a bra fitting session involves

##### Assessment Criterion - The learner can:

01.01	explain the stages of a bra fitting session and the overall time a session is likely to take
01.02	explain how to build trust with customers before and during a bra fitting session
01.03	explain how to help customers to relax before and during a bra fitting session
01.04	explain how to communicate with different types of customer and help them understand the information provided during a bra fitting session
01.05	explain how to deal with challenging situations, including: <ul style="list-style-type: none"> <li>•unusual body shape</li> <li>•body odour</li> <li>•disability</li> <li>•mastectomy</li> <li>•maternity</li> </ul>

#### Know the features and benefits of different types of bra

02.01	describe the basic styles, shapes and sizes of bra
02.02	describe the different parts of bras, using the technical names for these
02.03	describe the brands, colours, fabrics, trims and price range of bras available in own sales area
02.04	describe the size range and fit of the bras in stock
02.05	describe the features and benefits of different types of bra
02.06	describe the types of clothing that different types of bra are designed to be worn with
02.07	describe accessories such as enhancers and coordinating garments
02.08	describe trends in bra design, technological solutions and fabrics

#### Understand how to prolong the life of a bra

03.01	explain the importance of following manufacturers guidance on washing and caring for bras
03.02	explain how bras can be adjusted to prolong their life

#### Know the arrangements for obtaining bras both in and out of stock

04.01	describe where different types of bra are to be found within own sales area
04.02	state the scheduled delivery dates for new products for own sales area
04.03	describe the available systems for ordering lines either not in stock or not carried by the organisation

#### Know how to fit customers for bras

05.01	describe how to assess the customers body size, shape and age
05.02	describe the equipment and layout needed for the bra fitting room
05.03	describe how and where to measure for the customers band size using a tape measure
05.04	describe how to estimate the cup size needed
05.05	describe how to choose the correct bras for the fitting
05.06	describe how to adjust and fit bras

#### Be able to find potential customers for the bra fitting service

06.01	ask questions to clarify and agree customers need for the bra fitting service
06.02	describe to customers the process and benefits of the bra fitting service
06.03	book bra fitting appointments taking into account the time needed for the bra fitting service

#### Be able to fit customer for bras

07.01	assess customers fitting needs in ways that attempt to create a rapport with them
07.02	explain politely to customers that an accurate fit cannot be guaranteed if measurements are taken on top of their clothing
07.03	measure customer chest sizes accurately
07.04	choose a range of products to offer customers that: <ul style="list-style-type: none"> <li>•are the correct size</li> <li>•meet customer needs</li> </ul>
07.05	adjust products to provide customer comfort and prolong the life of products
07.06	advise customers on how to care for and prolong the life of products
07.07	meet customer needs for privacy and help throughout the bra fitting process
07.08	provide opportunities for customers to ask questions about the products and/or bra fitting service
07.09	ask customers questions to establish whether they are satisfied with the product
07.10	explain other possible courses of action to customers if it is not possible to find a bra to fit them



## Unit Specification

**Y/503/5713**

Provide service to customers in a dressing room in a retail environment



Qualification Framework: RQF

Title: Provide service to customers in a dressing room in a retail environment

Unit Level: Level 2

Unit Sub Level: None

Guided Learning Hours: 16

Unit Credit Value: 3

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

Unit: Y/503/5713 : Provide service to customers in a dressing room in a retail environment	
Be able to use the dressing room facilities in a retail environment to create sales opportunities	
Assessment Criterion - The learner can:	
01.01	explain how to recognise customers on the sales floor who may be interested in trying on clothes
01.02	welcome customers politely when they approach the dressing room
01.03	tell customers how to get further help before leaving them to try on clothes
01.04	monitor the dressing room to ensure that customers are not kept waiting unduly to try on clothes
01.05	suggest to dressing room customers any matching items, accessories or promotional offers that may be of interest to them
Be able to take measures to minimise stock loss while serving customers in a dressing room in a retail environment	
02.01	perform checks to ensure that the number of items of stock each customer takes into the dressing room does not exceed the organisation's allowance
02.02	control the number of items of stock taken into the dressing room in ways that attempt to maintain goodwill
02.03	perform checks to ensure that customers bring out of the dressing room all the items that were taken in
02.04	follow organisational procedures for reporting suspected or actual loss of stock from the dressing room
Be able to keep dressing room facilities in a retail environment ready for customer use	
03.01	perform checks before opening the dressing room for use to ensure that it : •meets organisational requirements •is free from obstructions
03.02	maintain the dressing room in a state that meets organisational requirements when the dressing room is open for use
Be able to process unsold merchandise in a dressing room in a retail environment	
04.01	place merchandise in the designated area in the dressing room when it cannot be immediately returned to the shop floor
04.02	make adjustments where necessary to ensure merchandise is in the required condition for display before it is returned to the shop floor
04.03	dispose of merchandise that is no longer of saleable quality in line with organisational procedures

## Unit Specification

**Y/503/5727**

Protect own and others health and safety when working in a retail environment



Qualification Framework : RQF

Title : Protect own and others' health and safety when working in a retail environment

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 28

Unit Credit Value : 5

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### Unit: Y/503/5727 : Protect own and others health and safety when working in a retail environment

#### Understand how to promote health and safety in own workplace

##### Assessment Criterion - The learner can:

- |       |   |
|-------|---|
| 01.01 | explain how setting a good example to others can contribute to health and safety in the workplace           |
| 01.02 | explain how communicating and behaving in a calm way can help to promote safety during emergency situations |

#### Understand own role in protecting own and others health and safety

- |       |  |
|-------|--|
| 02.01 | explain how reporting accidents and emergencies promptly can help promote health and safety                                      |
| 02.02 | explain the importance of not exceeding the limits of own responsibility and authority when dealing with health and safety risks |
| 02.03 | explain the importance of using equipment and materials in line with the manufacturers instructions                              |

#### Be able to deal with accidents and emergencies in a retail environment

- |       |   |
|-------|---|
| 03.01 | respond to accidents and emergencies:<br>•in line with organisational procedures<br>•in line with legal requirements<br>•in a calm manner |
| 03.02 | seek immediate help from an appropriate source in the event of accidents and emergencies  |
| 03.03 | follow organisational procedures for evacuation when an alarm is raised   |

#### Be able to protect own and others health and safety during day-to-day work activities

- |       |  |
|-------|--|
| 04.01 | follow organisational health and safety requirements when carrying out own work duties   |
| 04.02 | deal with health and safety risks within the limits of own authority   |
| 04.03 | report immediately to the designated person any health and safety risks that are beyond the limits of own authority to deal with |
| 04.04 | use equipment and materials needed for own work in line with the organisations and/or manufacturers instructions                 |

## Unit Specification

### D/503/5664

Sort donated goods for resale or recycling in a retail environment



Qualification Framework: RQF

Title: Sort donated goods for resale or recycling in a retail environment

Unit Level: Level 1

Unit Sub Level: None

Guided Learning Hours: 6

Unit Credit Value: 3

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

#### Unit: D/503/5664 : Sort donated goods for resale or recycling in a retail environment

##### Know how to sort donated goods safely

##### Assessment Criterion - The learner can:

01.01 outline the organisational safety requirements that apply to sorting donated goods

##### Be able to sort donated goods for selling or recycling

02.01 clean and tidy the work area before starting to sort goods

02.02 sort donated goods by type and condition

02.03 identify the person who can help with recognising and classifying unusual items

02.04 place goods suitable for recycling in the designated containers

02.05 follow organisational procedures for disposing of items that are not suitable for either selling or recycling

02.06 place containers in the designated location ready for collection

02.07 follow organisational requirements for protecting own health and safety when processing donated goods

02.08 clean and tidy the work area after sorting goods

## Unit Specification

**F/503/5673**

Maintain food safety while working with food in a retail environment



Qualification Framework: RQF

Title : Maintain food safety while working with food in a retail environment

Unit Level : Level 1

Unit Sub Level : None

Guided Learning Hours : 11

Unit Credit Value : 5

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

Unit: F/503/5673 : Maintain food safety while working with food in a retail environment	
Know how own personal hygiene and behaviour contribute to food safety in a retail environment	
Assessment Criterion - The learner can:	
01.01	outline how clean hair, skin, nails and clothing contribute to food safety
01.02	state how jewellery and other accessories can put food safety at risk
01.03	state why unsafe behaviour must be avoided when working with or near food
01.04	state why any open wounds, skin infections and infectious illnesses must be reported
01.05	state the importance of ensuring that any open wounds and skin infections are treated and covered with a suitable dressing
Know how to deal with indicators of potential food safety hazards in a retail environment	
02.01	outline the types of indicators of potential food safety hazards to remain alert for in own workplace
02.02	outline how to recognise indicators of potential food safety hazards in own workplace
02.03	state which indicators of potential food safety hazards are within own authority to deal with, and which indicators must be reported
02.04	outline the organisational procedures for dealing with indicators of potential food safety hazards that are within own authority
Be able to keep self and clothes clean while working with food in a retail environment	
03.01	keep own hair, skin, nails and clothing in a suitable condition for working with food
03.02	remove any jewellery and other accessories that could cause food safety hazards
03.03	ensure that any protective clothing the organisation provides for own use is: •worn in line with organisational requirements •changed when the organisation says it should be
03.04	wash own hands: •at the right times to keep them in a suitable condition for working with food •using effective methods
03.05	demonstrate safe behaviour that helps prevent contamination to the food being worked with
03.06	identify the person to whom to report any open wounds, skin infections and infectious illnesses
Be able to deal with indicators of potential food safety hazards in a retail environment	
04.01	identify obvious indicators of potential food safety hazards in the workplace
04.02	deal with potential food safety hazards by: •removing them when authorised to do so •reporting them to the right person when dealing with them is not within own authority

Unit Specification  
**L/601/5016**  
 Provide a counter and takeaway service



Qualification Framework: RQF  
 Title: Provide a counter and takeaway service  
 Unit Level: Level 1  
 Unit Sub Level: None  
 Guided Learning Hours: 30  
 Unit Credit Value: 3  
 SSAs: 7.4 Hospitality and Catering  
 Unit Grading Structure: Pass  
 Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Unit: L/601/5016 : Provide a counter and takeaway service	
Be able to serve customers at the counter	
Assessment Criterion - The learner can:	
01.01	Give customers information that meets their needs, and promotes organisations products and service
01.02	Find out what customers require, and if necessary tell them about any waiting time
01.03	Process the order promptly
01.04	Serve food and drink items at the recommended temperature, using clean, hygienic and undamaged service equipment of the appropriate type
01.05	Make sure there are appropriate condiments and accompaniments available for customers
Know how to serve customers at the counter	
02.01	Describe safe and hygienic working practices for serving customers and why these are important
02.02	State why it is important to use separate serving equipment for each food item
02.03	State why portions must be controlled when serving customers
02.04	State why food and drink items must be served at the correct temperature
02.05	State why information given to customers must be accurate
02.06	Outline the types of unexpected situations that may occur when serving customers and how to deal with them
Be able to maintain counter and service areas	
03.01	Keep work area tidy, hygienic and free from rubbish and food debris during service
03.02	Maintain enough stock of clean service items
03.03	Restock with food and drink items when necessary
03.04	Display and store food and drink items in line as required
03.05	Clear work area of used and non- required service items at the appropriate times
03.06	Dispose of rubbish, used disposable items and food waste as required
Know how to maintain counter and service areas	
04.01	Describe safe and hygienic working practices for clearing and why these are important
04.02	State why food which is prepared first should be served first
04.03	State why counter preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout the service
04.04	State why waste must be handled and disposed of correctly
04.05	State why a constant stock of service items should be maintained
04.06	State why maintaining food at the correct temperature is important and how this can be ensured
04.07	Outline the types of unexpected situations that may occur when clearing away and how to deal with them

## Unit Specification

**Y/503/5677**

Load orders for despatch from a retail store to customers



Qualification Framework: RQF

Title: Load orders for despatch from a retail store to customers

Unit Level: Level 1

Unit Sub Level: None

Guided Learning Hours: 15

Unit Credit Value: 3

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### Unit: Y/503/5677 : Load orders for despatch from a retail store to customers

#### Know why it is important to work safely in the loading area

##### Assessment Criterion - The learner can:

01.01 state the importance of keeping the loading area free of obstacles, litter and spillages

01.02 state how regular equipment checks help to ensure safety in the loading area

#### Know how own working practices contribute to an efficient delivery service

02.01 state the importance of checking the information on order labels

02.02 state how the positioning of orders in the vehicle helps the delivery process to run smoothly and efficiently

#### Be able to keep loading facilities and equipment in a usable condition

03.01 perform checks on the loading area for obstacles, litter and spillages

03.02 remove any obstacles, litter and spillages from the loading area

03.03 perform checks to ensure that loading equipment is fit for use

03.04 clean loading equipment in line with organisational procedures

03.05 repair loading equipment in line with organisational procedures and when authorised to do so

#### Be able to ensure that orders are ready for loading

04.01 perform checks to ensure that orders are labelled with all the required information

04.02 perform checks to ensure that orders are placed in the designated areas ready for loading

#### Be able to load orders into delivery vehicles

05.01 lift and move packed orders in ways that attempt to prevent:

- injury to self and others
- damage to goods and property

05.02 position orders in a vehicle according to:

- instructions for the required order of delivery
- organisational procedures for keeping goods secure and protected from damage during transit

## Unit Specification

**A/503/5669**

Audit stock levels and stock inventories in a retail environment



Qualification Framework: RQF

Title: Audit stock levels and stock inventories in a retail environment

Unit Level: Level 3

Unit Sub Level: None

Guided Learning Hours: 28

Unit Credit Value: 6

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### **Unit: A/503/5669 : Audit stock levels and stock inventories in a retail environment**

#### **Be able to implement a stock audit in a retail environment**

##### **Assessment Criterion - The learner can:**

01.01 explain the importance of auditing levels of stock and stock inventories

01.02 plan an audit of stock that: will ensure accurate, complete and timely auditing; will cause as little disruption as possible to normal work; includes plans for dealing with contingencies

01.03 negotiate with colleagues to obtain staff who have the necessary skills to help with the audit

01.04 allocate specific responsibilities to each member of the audit team

01.05 explain to the audit team what they are expected to do

01.06 diagnose and resolve problems that arise when implementing the audit

#### **Be able to use the findings of an audit to identify and resolve problems with stock levels and stock inventories**

02.01 analyse the findings of a stock audit to identify problems that need resolving

02.02 prioritise problems according to their importance and urgency

02.03 investigate and resolve problems: methodically; as far as possible within the scope of the audit and with the resources available

#### **Be able to communicate the results of an audit**

03.01 clarify audit findings, including any unresolved problems, in a timely fashion for those who need the information

## Unit Specification

**A/503/5705**

Contribute to improving a retail organisations visual merchandising policy



Qualification Framework : RQF

Title : Contribute to improving a retail organisation's visual merchandising policy

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 36

Unit Credit Value : 8

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### Unit: A/503/5705 : Contribute to improving a retail organisations visual merchandising policy

#### Understand how visual merchandising and visual design can benefit an organisation

##### Assessment Criterion - The learner can:

01.01 explain how having a visual merchandising policy can help the organisation to achieve its aims

01.02 explain how visual design can help to promote and sell goods and services

01.03 explain what customer-focused design is

01.04 explain how customer-focused design can benefit the organisation

#### Be able to evaluate the organisations approach to visual design

02.01 research what internal and external customers want and expect from the visual design of the organisation

02.02 analyse research findings to identify internal and external customers wishes and expectations concerning visual design in the organisation

02.03 evaluate whether current and recent visual designs used in the organisation meet internal and external customers wishes and expectations

#### Be able to recommend new ideas for the organisations visual design

03.01 develop ideas for improving the organisations approach to visual design

03.02 create ideas for improving the visual design of the organisation

03.03 assess whether own design ideas are relevant to the needs of the organisation

03.04 present visual design recommendations to decision makers

#### Be able to support staff putting the organisations visual design policy into practice

04.01 explain the organisations visual design policy to staff in a way that attempts to encourage understanding and commitment

04.02 provide opportunities for staff to ask questions

04.03 perform checks to ensure that visual designs used in the organisation are consistent with the organisations visual design policy

04.04 report to own line manager any problems with implementing the visual design policy that are not within own authority to resolve



## Unit Specification

### D/503/5681

#### Manage staff to receive goods in a retail environment



Qualification Framework: RQF

Title: Manage staff to receive goods in a retail environment

Unit Level: Level 3

Unit Sub Level: None

Guided Learning Hours: 24

Unit Credit Value: 5

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

#### Unit: D/503/5681 : Manage staff to receive goods in a retail environment

##### Be able to manage staff to receive and check incoming deliveries of goods in a retail environment

###### Assessment Criterion - The learner can:

01.01	select sufficient staff to prepare for, receive and check expected incoming deliveries of goods
01.02	explain to staff, in advance of deliveries of goods arriving: <ul style="list-style-type: none"><li>• what needs to be done to prepare the receiving area</li><li>• what needs to happen when the expected deliveries arrive</li></ul>
01.03	assess whether the area for receiving goods has been adequately prepared to ensure safe and secure unloading of goods
01.04	assess whether there is enough storage space of the right type for the expected goods
01.05	ensure that goods are unloaded safely and securely
01.06	explain why incoming goods should be checked against requirements immediately after unloading
01.07	ensure that incoming goods are checked against requirements immediately after unloading
01.08	ensure that delivery records are completed in line with organisational procedures
01.09	evaluate records of deliveries of goods to determine whether each supplier has met the organisations service needs
01.10	resolve problems with deliveries of goods in line with organisational procedures

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## Unit Specification

**F/503/5737**

Monitor and support secure payment point use during trading hours

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Qualification Framework: RQF

Title: Monitor and support secure payment point use during trading hours

Unit Level: Level 3

Unit Sub Level: None

Guided Learning Hours: 13

Unit Credit Value: 3

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

<b>Unit: F/503/5737 : Monitor and support secure payment point use during trading hours</b>	
<b>Understand the data security risks associated with payment point use</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	explain who is authorised to remove cash or cash equivalents from payment points during trading hours
01.02	explain the data security risks that can arise at a payment point
<b>Be able to monitor and support secure payment point use during trading hours</b>	
02.01	monitor the payment point during trading hours to ensure that staff are following organisational procedures for keeping customers personal data confidential
02.02	authorise payment point transactions and adjustments in line with organisational procedures for: <ul style="list-style-type: none"><li>•customer service</li><li>•security</li><li>•stock control</li></ul>
02.03	replenish change in payment points in line with organisational procedures

## Unit Specification

### H/503/5682

#### Organise and monitor the storage of stock in a retail environment



Qualification Framework: RQF

Title : Organise and monitor the storage of stock in a retail environment

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 27

Unit Credit Value : 6

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

#### **Unit: H/503/5682 : Organise and monitor the storage of stock in a retail environment**

##### **Understand the causes and prevention of stock loss within storage systems**

###### **Assessment Criterion - The learner can:**

01.01 explain the causes of stock deterioration, loss and damage

01.02 explain how to reduce stock loss within storage systems

##### **Understand the legal and organisational requirements for storing stock**

02.01 explain the legal and organisational requirements for storing stock, including health and safety requirements and the removal of out-of-date stock

##### **Be able to organise the use of storage facilities in a retail environment**

03.01 organise storage facilities to take account of: day-to-day work; safety requirements; the need to keep stock secure; the need to keep stock in a saleable condition

03.02 train staff to use the storage system: securely; safely; in line with relevant legal requirements

03.03 assign staff clear roles and responsibilities for storing and moving stock

03.04 develop plans to cope with unforeseen storage problems that take account of available resources

03.05 review plans for coping with unforeseen storage problems

03.06 revise plans to cope with unforeseen storage problems, taking account of any relevant factors

03.07 monitor storage operations to ensure that staff are storing and moving stock: securely; safely; in line with relevant legal requirements

03.08 maintain stock records that are in line with organisational procedures

##### **Be able to monitor the storage and care of stock in a retail environment**

04.01 maintain a routine that meets the organisations requirements for checking the quality of storage facilities and stock

04.02 perform spot checks of storage facilities and stock

04.03 train staff to: identify stock that is out of date or at risk of deteriorating; deal with stock that is out of date or at risk of deteriorating in line with legal requirements and organisational procedures

04.04 monitor the storage and movement of stock to make sure that stock is reaching the shop floor as it is needed

04.05 recommend to decision makers ways of running storage and stock movement systems more profitably

## Unit Specification

**H/503/5701**

Choose merchandise to feature in visual merchandising displays



Qualification Framework: RQF

Title: Choose merchandise to feature in visual merchandising displays

Unit Level: Level 3

Unit Sub Level: None

Guided Learning Hours: 27

Unit Credit Value: 6

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

### Unit: H/503/5701 : Choose merchandise to feature in visual merchandising displays

#### Understand the purpose of featuring merchandise in visual merchandising displays

##### Assessment Criterion - The learner can:

01.01 explain the role of displays featuring merchandise in marketing, promotional and sales campaigns and activities

01.02 explain the importance of being creative when selecting merchandise for displays

#### Be able to evaluate merchandise for its display potential

02.01 evaluate the suitability of different items of merchandise for featuring in a display, with respect to:

- the purpose of the display
- the potential of the merchandise to attract and interest customers
- whether the merchandise to be featured is consistent with the organisation's visual display policy
- the availability of the merchandise within the timescale for preparing the display
- the cost of obtaining the merchandise in relation to the budget available for the display

#### Be able to liaise with decision makers concerning the merchandise to be featured in a display

03.01 explain to decision makers:

- the reasons for the choice of merchandise for display
- how the merchandise would feature in the display

03.02 reach an agreement with decision makers concerning the choice of merchandise before work starts on assembling the display

03.03 reach agreement with decision makers concerning arrangements and timescales for the supply of merchandise

## Unit Specification

### K/503/5702

#### Manage the use of signage and graphics in visual merchandising displays



Qualification Framework: RQF

Title : Manage the use of signage and graphics in visual merchandising displays

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 31

Unit Credit Value : 7

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

Unit: K/503/5702 : Manage the use of signage and graphics in visual merchandising displays	
Understand how signage and graphics are used in visual merchandising displays	
Assessment Criterion - The learner can:	
01.01	explain how the look of signage and graphics in visual merchandising displays can attract customers
01.02	explain how signage and graphics are used in visual merchandising displays to convey information to customers
Understand the importance of complying with legal requirements relating to the use of signage and graphics in visual merchandising	
02.01	explain the importance of complying with legal requirements relating to the use of signage and graphics in visual merchandising displays
Understand the importance of monitoring the use of signage and graphics in visual merchandising displays	
03.01	explain the importance of monitoring the use of signage and graphics in visual merchandising displays to ensure that they are being used as intended
Understand the importance of monitoring the use of signage and graphics in visual merchandising displays	
04.01	assess the types and quantities of signage and graphics that will best: <ul style="list-style-type: none"> <li>•suit the purpose of the display</li> <li>•meet legal requirements</li> <li>•comply with the organisation's visual design policy</li> </ul>
04.02	confirm with decision makers that proposals for the use of signage and graphics are acceptable
Be able to source the signage and graphics needed for visual merchandising displays	
05.01	confirm with suppliers: <ul style="list-style-type: none"> <li>•the type of signage and graphics needed</li> <li>•quantities</li> <li>•costs</li> <li>•delivery dates</li> <li>•delivery arrangements</li> </ul>
05.02	assess whether the signage and graphics received from suppliers meet specified requirements before they are used
Be able to co-ordinate the use of signage and graphics in visual merchandising displays	
06.01	distribute signage and graphics by the deadlines agreed in the design brief to those who are responsible for putting them on display
06.02	explain to colleagues how they should install signage and graphics to meet the design brief
06.03	check that signage and graphics are installed in line with specifications
Be able to monitor the use of signage and graphics in visual merchandising displays	
07.01	perform checks on visual merchandising displays to ensure that signage and graphics are still being used as intended
07.02	request feedback from colleagues on the use of signage and graphics on display
07.03	take corrective action when signage and graphics are not being used in line with organisational procedures or the design brief

## Unit Specification

**K/503/5733**

Produce staffing schedules to help a retail team to achieve its targets



Qualification Framework: RQF

Title: Produce staffing schedules to help a retail team to achieve its targets

Unit Level: Level 3

Unit Sub Level: None

Guided Learning Hours: 22

Unit Credit Value: 5

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

Unit: K/503/5733 : Produce staffing schedules to help a retail team to achieve its targets	
Understand the uses of and constraints upon the staffing schedules for a retail team	
Assessment Criterion - The learner can:	
01.01	explain the relationship between staffing schedules and the achievement of work targets within a retail team
01.02	explain the factors other than staffing that may affect progress towards work targets, and the effect these are likely to have
01.03	explain what can happen if requirements are not complied with when drawing up staffing schedules including: <ul style="list-style-type: none"> <li>• legal requirements</li> <li>• organisational requirements</li> <li>• contracts of employment</li> </ul>
Be able to produce staffing schedules for a retail team	
02.01	produce staffing schedules that: <ul style="list-style-type: none"> <li>• cover all the operational needs that the team is responsible for meeting</li> <li>• take account of the operational constraints that apply</li> <li>• take account of the existing skills of staff</li> <li>• show how work will be allocated between available staff</li> <li>• show the locations where individuals will work</li> <li>• show the times when individuals will start and finish work</li> <li>• comply with relevant laws, organisational policy relating to working hours and individual contracts of employment</li> <li>• attempt to make it easy for team members to understand and use</li> <li>• include contingency plans to cope with unusual situations</li> </ul>
Be able to adjust staffing schedules to take account of changing operational needs and constraints	
03.01	monitor the progress of the team towards meeting operational needs
03.02	adjust staffing schedules where necessary and possible to ensure that operational needs can be met

## Unit Specification L/503/5692

Maintain the availability of goods on display in a retail environment to promote sales



Qualification Framework : RQF

Title : Maintain the availability of goods on display in a retail environment to promote sales

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 30

Unit Credit Value : 6

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

Unit: L/503/5692 : Maintain the availability of goods on display in a retail environment to promote sales	
Understand how the display of goods can promote sales	
Assessment Criterion - The learner can:	
01.01	explain how different types of display help the store to reach its sales targets
01.02	explain how the way that information is positioned within displays can help to promote sales
01.03	explain how the layout of the selling area affects sales
Understand legal and organisational requirements for displaying goods	
02.01	explain the organisational and legal requirements for displaying descriptions and prices of goods
02.02	explain the organisations standards for putting displays together, including standards for cleaning and preparation
02.03	explain the security, health and safety requirements and procedures relating to displaying goods
02.04	explain customers legal rights in relation to the display of goods
Be able to organise staff to display goods for retail sale	
03.01	explain to staff the purpose of the display and the requirements and standards it must meet, including standards for health and safety and security
03.02	ask staff questions to check their understanding of the requirements and standards for the display
03.03	ensure that staff prepare the display area: •safely •with the minimum of inconvenience to customers
03.04	ensure that staff put the display together: •safely •with the minimum of inconvenience to customers
03.05	explain the importance of consulting an authorised decision-maker before modifying or changing the display
03.06	ensure that the records kept of displays are in line with organisational procedures
Be able to evaluate the effectiveness of displays	
04.01	evaluate the effectiveness of displays in relation to: •their intended purpose •legal and organisational requirements and standards
04.02	evaluate information within displays to ensure that its content and position are: •legally compliant •likely to promote sales
04.03	ask staff for suggestions for making the display more appealing to customers
04.04	explain the importance of dealing promptly with any risks to security or health and safety that arise when evaluating displays
Be able to maintain the required quantity and quality of goods on display	
05.01	provide accurate, up-to-date pricing information to the staff who need it
05.02	monitor price marking to ensure that it is correct
05.03	resolve any pricing problems that arise
05.04	develop stock replenishment plans to maintain the required quantity and quality of goods on display
05.05	organise the removal of stock of unsaleable quality from display

## Unit Specification

### M/503/5703

#### Evaluate the effectiveness of visual merchandising displays



Qualification Framework: RQF

Title: Evaluate the effectiveness of visual merchandising displays

Unit Level: Level 3

Unit Sub Level: None

Guided Learning Hours: 46

Unit Credit Value: 9

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

Unit: M/503/5703 : Evaluate the effectiveness of visual merchandising displays	
Understand the types of evidence used to evaluate the effectiveness of visual merchandising displays	
Assessment Criterion - The learner can:	
01.01	explain the importance of evaluating the effectiveness of visual merchandising displays
01.02	explain when the effectiveness of visual merchandising displays should be evaluated
01.03	explain which types of information are the most useful for evaluating the effectiveness of visual merchandising displays
01.04	explain the meaning of validity and reliability in relation to the measurement of customers responses to visual merchandising displays
Be able to gather information about customers' responses to visual merchandising displays	
02.01	research customers responses to visual merchandising displays, ensuring that the information gathered is: <ul style="list-style-type: none"> <li>•valid</li> <li>•reliable</li> <li>•gathered in line with organisations communications policy</li> <li>•gathered in ways that attempt to maintain the goodwill and co-operation of those providing the information</li> </ul>
Be able to analyse information from customers' responses to evaluate the effectiveness of visual merchandising displays	
03.01	agree the standards for evaluating the effect of visual merchandising displays with decision makers
03.02	analyse the evidence of the effectiveness of visual merchandising displays fairly against the agreed standards
03.03	evaluate the effectiveness of visual merchandising displays in terms of: <ul style="list-style-type: none"> <li>•the purpose of the display</li> <li>•customers' responses to the display</li> </ul>
03.04	recommend to decision makers improvements that could be made to the way visual merchandising is carried out in the store, based on the research findings and conclusions



## Unit Specification

**M/503/5720**

Help customers to choose specialist products in a retail environment



Qualification Framework: RQF

Title: Help customers to choose specialist products in a retail environment

Unit Level: Level 3

Unit Sub Level: None

Guided Learning Hours: 34

Unit Credit Value: 8

SSAs: 7.1 Retailing and Wholesaling

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

Unit: M/503/5720 : Help customers to choose specialist products in a retail environment	
Understand commercial awareness in relation to the organisation, its target market and product offer	
Assessment Criterion - The learner can:	
01.01	explain own organisations brand values in relation to its product offer, pricing and service
01.02	explain the customer profiles for own organisation
01.03	explain how own organisation compares with its competitors on product offer, pricing and service
01.04	explain the elements of a positive customer experience in relation to: own organisation; specialist products within own area of responsibility
Understand the specialist products within own area of responsibility	
02.01	explain the meaning of specialist terminology that knowledgeable customers are likely to use in relation to the specialist products within own area of responsibility
02.02	explain how the specialist products within own area of responsibility are produced or obtained
02.03	explain how methods of producing or obtaining specialist products in own area affect the nature and quality of the products
02.04	explain any legislation relating to the specialist products within own area of responsibility
02.05	explain any health and safety considerations that customers must be warned about, or may ask about, in relation to the specialist products within own area of responsibility
02.06	explain any ethical and environmental concerns that customers may have about the specialist products within own area of responsibility
02.07	explain how to address ethical and environmental concerns customers may have about specialist products within own area of responsibility
02.08	explain sources of after-sales advice and support that are available to customers in relation to the specialist products within own area of responsibility
02.09	explain the customers legal rights and the organisations policy concerning returns in relation to the specialist products within own area of responsibility
Be able to initiate and develop a rapport with customers	
03.01	explain how to assess customers body language to determine whether they are likely to respond positively to being approached
03.02	adapt own speech and body language in ways that attempt to initiate and develop a rapport with individual customers
03.03	interact with customers in ways that attempt to support the organisations brand values
Be able to match specialist products to individual customer requirements	
04.01	explore customers individual requirements to establish what specialist products they are looking for
04.02	provide customers with information about specialist products that is: in line with organisational procedures; factually correct; legally compliant; relevant to the individual customers needs
04.03	match the features and benefits of available specialist products as closely as possible to customers needs
04.04	compare and contrast specialist products in ways that attempt to help customers to choose products that best meet their needs
04.05	respond to customers questions about specialist products in ways that attempt to encourage sales and promote goodwill
04.06	recommend related products to customers that could enhance their experience of the specialist product they are purchasing
Be able to maintain own product knowledge and expertise in relation to specialist products	
05.01	explain how in-depth product knowledge combined with genuine enthusiasm for the product affect own ability to sell specialist products
05.02	investigate new products and product trends in own area of expertise
05.03	devise ways of maintaining own enthusiasm for the products in own area of expertise

## Unit Specification

### R/503/5693

#### Manage the payment transaction process in a retail environment



Qualification Framework: RQF

Title : Manage the payment transaction process in a retail environment

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 43

Unit Credit Value : 9

SSAs : 7.1 Retailing and Wholesaling

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Workplace assessment of occupational competence is required.

#### Unit: R/503/5693 : Manage the payment transaction process in a retail environment

##### Be able to monitor payment transaction processing in a retail environment

###### Assessment Criterion - The learner can:

01.01	explain the aims that takings practices and procedures are designed to achieve
01.02	monitor the way staff process payment transactions, ensuring they are processed: <ul style="list-style-type: none"><li>•in line with organisational processing requirements</li><li>•in ways that attempt to maintain goodwill</li></ul>
01.03	perform checks to ensure that equipment is providing information concerning payment transactions that is: <ul style="list-style-type: none"><li>•up to date</li><li>•accurate</li></ul>
01.04	follow organisational procedures to take action to resolve any instances of: <ul style="list-style-type: none"><li>•payment transaction processing not meeting organisational processing requirements</li><li>•payment transactions not being processed in ways that attempt to maintain goodwill</li><li>•out of date or inaccurate information</li></ul>

##### Be able to manage the operation of payment points in a retail environment

02.01	perform checks to ensure that staff set up and operate payment points in line with organisational procedures
02.02	resolve any operational problems with payment points when within own authority to do so
02.03	monitor the way that payments are handled, ensuring that staff are following organisational procedures
02.04	develop contingency plans to deal with unexpected problems at payment points