

## Qualification Specification

**601/0351/6**

iCQ Level 3 Diploma in Retail Skills (Sales Professional)



### Qualification Details

Title : iCQ Level 3 Diploma in Retail Skills (Sales Professional) (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 3

Qualification Sub Level : None

EQF Level : Level 4

Regulation Start Date : 23-Jul-2013

Operational Start Date : 01-Aug-2013

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 : 43

Min Credits at/above Level : 33

Minimum Guided Learning Hours : 181

Maximum Guided Learning Hours : 238

Diploma Guided Learning Hours : 181

Barring Classification Code : ZZZZ

Overall Grading Type : Pass

Assessment Methods : Portfolio of Evidence, Practical Demonstration/Assignment, Practical Examination, Task-based Controlled Assessment

Structure Requirements : To achieve this qualification learners must attain a minimum of 43 credits, of which at least 33 credits must be at level 3. Learners must achieve the Mandatory Unit in Group M (10 credits), plus at least a further 33 credits from the optional Groups A and B. A minimum of 23 credits must come from Group A, and a Maximum of 10 may come from Group B

Age Ranges : Pre-16 : No; 16-18 : Yes; 18+ : No; 19+ : Yes

Qualification Objective : This qualification is for those who are working in a senior sales role in a retail environment and who wish to develop their skills

# Qualification Specification

## 601/0351/6

### iCQ Level 3 Diploma in Retail Skills (Sales Professional)



#### 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             | 43              | 0               |
| └─M) Mandatory Unit            | <b>Yes</b> | 1      | 1             | 0             | 10              | 0               |
| └─OA) Group A Optional Units   | <b>Yes</b> | 14     | 3             | 0             | 23              | 0               |
| └─OB) Group B Optional Units   | No         | 33     | 1             | 0             | 0               | 10              |

#### Group M Mandatory Unit

| URN                        | Title  | Level | GLH | Credit |
|----------------------------|--|-------|-----|--------|
| <a href="#">H/503/5729</a> | Work effectively and support others in a retail organisation | 3     | 50  | 10     |

#### Group OA Group A Optional 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="#">D/503/5681</a> | Manage staff to receive goods in a retail environment   | 3     | 24  | 5      |
| <a href="#">D/503/5731</a> | Contribute to the continuous improvement of retail operations within own area of responsibility | 3     | 47  | 10     |
| <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/503/5732</a> | Manage the prevention of wastage and loss in a retail environment                               | 3     | 50  | 11     |
| <a href="#">J/503/5710</a> | Help customers to choose alcoholic beverages in a retail environment                            | 3     | 53  | 10     |
| <a href="#">K/503/5733</a> | Produce staffing schedules to help a retail team to achieve its targets                         | 3     | 22  | 5      |
| <a href="#">L/503/5675</a> | Monitor and help improve food safety in a retail environment                                    | 3     | 50  | 11     |
| <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/503/5720</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      |
| <a href="#">T/503/5671</a> | Source required goods and services in a retail environment                                      | 3     | 52  | 10     |
| <a href="#">Y/503/5730</a> | Deputise for the leader of a retail team  | 3     | 55  | 11     |

#### Group OB 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/503/5719</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="#">D/503/5678</a> | Check stock levels and sort out problems with stock levels in a retail environment                 | 2     | 10  | 2      |
| <a href="#">D/503/5714</a> | Promote food or drink products by offering samples to customers                                    | 2     | 13  | 2      |
| <a href="#">D/601/1553</a> | Work with others to improve customer service   | 3     | 53  | 8      |
| <a href="#">D/601/4551</a> | Select, weigh and measure bakery ingredients   | 2     | 16  | 3      |
| <a href="#">H/503/5679</a> | Finish bake-off food products in a retail environment  | 2     | 15  | 3      |
| <a href="#">H/601/1232</a> | Improve the customer relationship  | 3     | 47  | 7      |
| <a href="#">H/601/1554</a> | Promote continuous improvement   | 3     | 47  | 7      |
| <a href="#">J/502/0771</a> | Merchandise plants and other relevant products   | 2     | 45  | 6      |
| <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/601/1515</a> | Monitor and solve customer service problems  | 3     | 40  | 6      |
| <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="#">L/502/0853</a> | Provide nutrients to crops or plants   | 2     | 15  | 2      |
| <a href="#">L/503/5711</a> | Cash up in a retail environment  | 2     | 9   | 2      |
| <a href="#">M/503/5667</a> | Process greengrocery products for sale in a retail environment                                     | 2     | 17  | 7      |
| <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/503/5676</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/503/5718</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/503/5680</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/601/1230</a> | Organise the delivery of reliable customer service                         | 3 | 40 | 6  |

Unit Specification  
**H/503/5729**  
 Work effectively and support others in a retail organisation



Qualification Framework: RQF  
 Title : Work effectively and support others in a retail organisation  
 Unit Level : Level 3  
 Unit Sub Level : None  
 Guided Learning Hours : 50  
 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.

| <b>Unit: H/503/5729 : Work effectively and support others in a retail organisation</b> |  |
|--|--|
| <b>Understand how own team contributes to the success of the wider organisation</b>    |  |
| <b>Assessment Criterion - The learner can:</b>   |  |
| 01.01  | explain own teams purpose, aims and targets in the context of the wider organisation   |
| 01.02  | explain the roles and responsibilities of colleagues in own team   |
| 01.03  | explain the importance of good working relations within own team   |
| <b>Understand own role within a team in a retail environment</b>                       |  |
| 02.01  | explain own responsibility for contributing to own teams success, including helping colleagues to learn  |
| 02.02  | explain the importance of being a reliable team member   |
| 02.03  | explain the factors to take account of when making commitments, including: <ul style="list-style-type: none"> <li>•existing workload</li> <li>•the degree to which interruptions and changes of plan are within own control</li> </ul> |
| 02.04  | explain the importance of implementing the organisations policies and procedures for health and safety, including the importance of setting a good example to colleagues   |
| <b>Understand what motivates self and colleagues in a retail environment</b>           |  |
| 03.01  | explain the factors that can affect own and colleagues motivation to carry out work in a retail environment, including skills and existing workload  |
| 03.02  | explain potential circumstances that could affect morale in a retail environment   |
| <b>Be able to support effective working within a retail team</b>                       |  |
| 04.01  | allocate work in ways that take account of own and colleagues preferences, skills and available time   |
| 04.02  | make and keep commitments to colleagues within: <ul style="list-style-type: none"> <li>•own team</li> <li>•the wider organisation</li> </ul>   |
| 04.03  | agree alternative actions when it is not possible to keep commitments made to colleagues   |
| 04.04  | interact with colleagues within own team and wider organisation in ways that attempt to maintain morale  |
| 04.05  | explain to team members why it is important to treat each other fairly, politely and with respect  |
| 04.06  | implement own organisations health and safety procedures while working   |
| <b>Be able to improve own work performance in own retail team</b>                      |  |
| 05.01  | identify knowledge and skills needed to improve own work performance   |
| 05.02  | reach agreement with own line manager concerning: <ul style="list-style-type: none"> <li>•learning and development goals</li> <li>•action points and deadlines for own learning and development</li> </ul>                             |
| 05.03  | take measures to improve own performance   |
| 05.04  | review own progress against an agreed learning and development plan, including seeking feedback from those in a position to give it  |
| <b>Be able to help others to learn in a retail environment</b>                         |  |
| 06.01  | communicate to colleagues own willingness and availability to provide work-related information and advice  |
| 06.02  | provide information and advice on request to colleagues where this is within own responsibility  |
| 06.03  | provide advice and support to colleagues to help them meet the organisations standards   |
| 06.04  | communicate procedures to colleagues in a logical sequence to help them meet the organisations standards   |
| 06.05  | provide colleagues with opportunities to practise new skills   |
| 06.06  | provide constructive feedback to colleagues on their progress in developing new skills   |
| 06.07  | ensure that health, safety and security are not compromised when helping others to learn   |
| 06.08  | refer colleagues to specialist advice as needed to support their learning  |

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## Unit Specification

**A/503/5669**

Audit stock levels and stock inventories in a retail environment

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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.

| <b>Unit: A/503/5669 : Audit stock levels and stock inventories in a retail environment</b>                              |  |
|---|--|
| <b>Be able to implement a stock audit in a retail environment</b>   |  |
| <b>Assessment Criterion - The learner can:</b>  |  |
| 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   |
| <b>Be able to use the findings of an audit to identify and resolve problems with stock levels and stock inventories</b> |  |
| 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  |
| <b>Be able to communicate the results of an audit</b>   |  |
| 03.01   | clarify audit findings, including any unresolved problems, in a timely fashion for those who need the information  |

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.

| <b>Unit: D/503/5681 : Manage staff to receive goods in a retail environment</b>                          |  |
|--|--|
| <b>Be able to manage staff to receive and check incoming deliveries of goods in a retail environment</b> |  |
| <b>Assessment Criterion - The learner can:</b>   |  |
| 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:<br><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   |

Unit Specification  
**D/503/5731**

Contribute to the continuous improvement of retail operations within own area of responsibility



Qualification Framework : RQF

Title : Contribute to the continuous improvement of retail operations within own area of responsibility

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 47

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.

| <b>Unit: D/503/5731 : Contribute to the continuous improvement of retail operations within own area of responsibility</b>                          |  |
|--|--|
| <b>Understand how own area of responsibility can contribute to the overall success of the retail organisation</b>                                  |  |
| <b>Assessment Criterion - The learner can:</b>   |  |
| 01.01  | explain characteristics of the organisations brand image, customer base and desired market position  |
| 01.02  | explain the relationship between the agreed performance measures for own area of responsibility and the organisations brand image and desired market position  |
| 01.03  | explain how systems and procedures in own area of responsibility are intended to support the achievement of organisational performance measures  |
| 01.04  | explain potential causes of failure to achieve organisational performance measures in the type of retail operations carried out in own area of responsibility  |
| <b>Understand how to motivate staff in own area of responsibility to support and contribute to the continuous improvement of retail operations</b> |  |
| 02.01  | explain why it is important for staff to understand the purpose and intended benefits of improvements to retail operations   |
| 02.02  | explain how own manner when explaining improvements can affect staffs response to these  |
| 02.03  | explain the importance of encouraging staff to suggest ideas for improvement to retail operations  |
| 02.04  | explain the importance of ensuring that colleagues receive the credit if their ideas are implemented   |
| 02.05  | explain the importance of showing enthusiasm and leading by example when putting improvements into practice  |
| <b>Be able to evaluate achievements of organisational performance measures for retail operations within own area of responsibility</b>             |  |
| 03.01  | evaluate organisational performance within own area of responsibility using information that is : relevant; reliable; up to date   |
| <b>Be able to develop recommendations for improving the effectiveness of retail operations</b>   |  |
| 04.01  | develop ideas to improve the effectiveness of operations in own area of responsibility   |
| 04.02  | evaluate which ideas for improvements to the effectiveness of operations in own area of responsibility should be put forward to decision makers, based on the extent to which the ideas are: consistent with the organisations brand image; consistent with organisational policy; achievable, given the available resources; beneficial to the organisation and its customers |
| <b>Be able to recommend ideas for improving the effectiveness of retail operations to decision makers</b>  |  |
| 05.01  | present ideas to decision makers for possible improvements, doing so: with supporting facts; acknowledging any contributions made by other people  |
| 05.02  | explain to decision makers the benefits the recommended improvements could bring   |
| 05.03  | justify to decision makers the resources needed to put improvements into practice  |
| 05.04  | clarify any aspects of the recommended improvements decision makers wish to discuss further  |
| <b>Be able to contribute to the implementation of planned improvements to retail operations within own area of responsibility</b>                  |  |
| 06.01  | explain planned improvements to staff in ways that attempt to: make clear the benefits of the proposed changes; encourage involvement in implementing proposed changes   |
| 06.02  | ensure that staff have everything they need to implement proposed changes including additional training  |
| 06.03  | seek advice and support to resolve any problems with implementing proposed changes that are not within own authority to resolve  |
| 06.04  | demonstrate to staff own commitment to achieving the benefits of proposed changes through own behaviour  |

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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.

| <b>Unit: H/503/5682 : Organise and monitor the storage of stock in a retail environment</b> |   |
|---|---|
| <b>Understand the causes and prevention of stock loss within storage systems</b>            |   |
| <b>Assessment Criterion - The learner can:</b>  |   |
| 01.01   | explain the causes of stock deterioration, loss and damage  |
| 01.02   | explain how to reduce stock loss within storage systems   |
| <b>Understand the legal and organisational requirements for storing stock</b>               |   |
| 02.01   | explain the legal and organisational requirements for storing stock, including health and safety requirements and the removal of out-of-date stock  |
| <b>Be able to organise the use of storage facilities in a retail environment</b>            |   |
| 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  |
| <b>Be able to monitor the storage and care of stock in a retail environment</b>             |   |
| 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/503/5732**

Manage the prevention of wastage and loss in a retail environment



Qualification Framework: RQF

Title : Manage the prevention of wastage and loss in a retail environment

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 50

Unit Credit Value : 11

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: H/503/5732 : Manage the prevention of wastage and loss in a retail environment</b> |   |
|---|---|
| <b>Understand the purpose of loss-control and stock-taking systems</b>                      |   |
| <b>Assessment Criterion - The learner can:</b>  |   |
| 01.01   | explain the purpose of loss-control and stocktaking systems   |
| <b>Be able to monitor own work area security in a retail environment</b>                    |   |
| 02.01   | monitor the work area to detect any problems with security  |
| 02.02   | implement security measures in line with: legislation; organisational requirements  |
| <b>Be able to promote security consciousness to colleagues</b>                              |   |
| 03.01   | provide information to colleagues on: responsibilities for maintaining security; maintenance of security in own work area when opening, operating and closing the retail unit; those with authority to stop and search staff and customers; the items most likely to be stolen from own work area |
| <b>Be able to investigate loss of stock, equipment, cash and cash equivalents</b>           |   |
| 04.01   | monitor levels of stock, equipment, cash and cash equivalents in line with organisational procedures to enable loss to be detected  |
| 04.02   | record losses in line with organisational procedures  |
| 04.03   | follow organisational procedures to investigate the cause of losses   |
| <b>Be able to take measures to prevent wastage and loss</b>                                 |   |
| 05.01   | provide information to colleagues on: the nature and extent of wastage and loss; how wastage and loss can occur; the problems caused by wastage and loss; how they can help to prevent wastage and loss   |
| 05.02   | evaluate potential methods for preventing wastage and loss  |
| 05.03   | implement methods to prevent wastage and loss   |
| 05.04   | evaluate the effectiveness of wastage and loss prevention measures  |

Unit Specification  
**J/503/5710**

Help customers to choose alcoholic beverages in a retail environment



Qualification Framework: RQF  
 Title : Help customers to choose alcoholic beverages in a retail environment  
 Unit Level : Level 3  
 Unit Sub Level : None  
 Guided Learning Hours : 53  
 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.

| <b>Unit: J/503/5710 : Help customers to choose alcoholic beverages in a retail environment</b>                             |   |
|--|---|
| <b>Understand legislation relating to the sale of alcoholic beverages in a retail environment</b>                          |   |
| <b>Assessment Criterion - The learner can:</b>   |   |
| 01.01  | explain relevant legislation and regulations relating to the sale of alcoholic beverages in a retail environment  |
| 01.02  | explain the personal consequences and the consequences for the organisation of not complying with legislation and regulations relating to the sale of alcoholic beverages   |
| 01.03  | explain how the organisations policy relating to the sale of alcohol complies with legal requirements   |
| <b>Understand the characteristics of different alcoholic beverages</b>   |   |
| 02.01  | explain the characteristics of different alcoholic beverages in terms of their features and benefits  |
| 02.02  | explain where to find reliable information about the alcoholic content of the alcoholic beverages the organisation carries  |
| <b>Be able to comply with legal requirements when helping customers choose alcoholic beverages in a retail environment</b> |   |
| 03.01  | comply with all relevant legal requirements and organisational policy when helping customers choose alcoholic beverages in a retail environment   |
| <b>Be able to help customers to choose alcoholic beverages in a retail environment</b>                                     |   |
| 04.01  | ask customers questions to establish the types of alcoholic beverage they are looking for   |
| 04.02  | provide customers with information about alcoholic beverages that is: <ul style="list-style-type: none"> <li>•in line with organisational procedures</li> <li>•factually correct</li> <li>•legally compliant</li> <li>•relevant to the individual customer's needs</li> </ul> |
| 04.03  | match the features and benefits of available alcoholic beverages as closely as possible to customer needs   |
| 04.04  | compare and contrast alcoholic beverages in ways that attempt to help customers to choose those products that best meet their needs   |
| 04.05  | respond to customer questions about alcoholic beverages in ways that attempt to encourage sales and promote goodwill  |
| 04.06  | recommend to customers related products that could enhance their experience of the alcoholic beverages they are interested in purchasing  |
| 04.07  | explain politely to customers why it is not possible to help them to purchase alcoholic beverages, when legal requirements or organisational policy prevent this  |

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.

| <b>Unit: K/503/5733 : Produce staffing schedules to help a retail team to achieve its targets</b>         |  |
|---|--|
| <b>Understand the uses of and constraints upon the staffing schedules for a retail team</b>               |  |
| <b>Assessment Criterion - The learner can:</b>  |  |
| 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>   |
| <b>Be able to produce staffing schedules for a retail team</b>  |  |
| 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> |
| <b>Be able to adjust staffing schedules to take account of changing operational needs and constraints</b> |  |
| 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/503/5675**  
 Monitor and help improve food safety in a retail environment



Qualification Framework: RQF  
 Title: Monitor and help improve food safety in a retail environment  
 Unit Level: Level 3  
 Unit Sub Level: None  
 Guided Learning Hours: 50  
 Unit Credit Value: 11  
 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: L/503/5675 : Monitor and help improve food safety in a retail environment</b>   |   |
|--|---|
| <b>Understand the principles of food safety management that apply to a retail environment</b>                                    |   |
| <b>Assessment Criterion - The learner can:</b>   |   |
| 01.01  | explain the following terms in relation to own organisation:<br><ul style="list-style-type: none"> <li>• 'critical control points'</li> <li>• 'control points'</li> <li>• 'critical limits'</li> <li>• 'variance'</li> </ul>  |
| 01.02  | explain the importance of monitoring critical control points and control points   |
| 01.03  | explain the impact of variance at critical control points and control points on food safety, public health and the organisation   |
| 01.04  | explain why traceability is important to food safety  |
| 01.05  | explain how traceability works  |
| 01.06  | explain the importance of having organisational food safety procedures in place   |
| <b>Be able to monitor critical control points in a retail environment</b>  |   |
| 02.01  | select relevant food safety control measures when monitoring critical control points  |
| 02.02  | implement all specified organisational operational controls and checks of critical control points at the set time frequency   |
| 02.03  | maintain records of monitoring activities in line with organisational procedures  |
| 02.04  | obtain verification for completed checks, following organisational procedures   |
| <b>Be able to deal with problems identified when monitoring critical control points in a retail environment</b>                  |   |
| 03.01  | take corrective action when control measures fail, ensuring that such action is:<br><ul style="list-style-type: none"> <li>• suited to the situation</li> <li>• carried out with a degree of urgency that matches the seriousness of the situation</li> </ul>                     |
| 03.02  | report to the designated person any procedures that are out of line with critical limits  |
| 03.03  | seek expert advice and support for problems identified when monitoring critical control points that are outside own level of authority or expertise to resolve  |
| <b>Be able to ensure that staff perform to the standard required for food safety in a retail environment</b>                     |   |
| 04.01  | allocate food safety responsibilities to staff  |
| 04.02  | supervise staff to ensure that allocated food safety responsibilities are met   |
| 04.03  | ensure that staff receive the training in food safety that they need  |
| <b>Be able to evaluate the nature and impact of factors or issues that may affect the safety of food in a retail environment</b> |   |
| 05.01  | evaluate the nature and impact of factors or issues that may affect the safety of food, arising in:<br><ul style="list-style-type: none"> <li>• own work activities</li> <li>• the working environment</li> <li>• supplies</li> <li>• products to be sold to customers</li> </ul> |
| <b>Be able to contribute to improving food safety in a retail environment</b>  |   |
| 06.01  | explain the term continuous improvement in relation to food safety  |
| 06.02  | explain the importance of contributing to the process of improving food safety  |
| 06.03  | present to decision-makers ideas for improving procedures or processes that affect food safety  |
| 06.04  | implement new or revised procedures to improve food safety, where authorised to do so   |

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.

| <b>Unit: L/503/5692 : Maintain the availability of goods on display in a retail environment to promote sales</b> |   |
|--|---|
| <b>Understand how the display of goods can promote sales</b>   |   |
| <b>Assessment Criterion - The learner can:</b>   |   |
| 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  |
| <b>Understand legal and organisational requirements for displaying goods</b>                                     |   |
| 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  |
| <b>Be able to organise staff to display goods for retail sale</b>  |   |
| 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:<br><ul style="list-style-type: none"> <li>•safely</li> <li>•with the minimum of inconvenience to customers</li> </ul>                                 |
| 03.04  | ensure that staff put the display together:<br><ul style="list-style-type: none"> <li>•safely</li> <li>•with the minimum of inconvenience to customers</li> </ul>                                 |
| 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   |
| <b>Be able to evaluate the effectiveness of displays</b>   |   |
| 04.01  | evaluate the effectiveness of displays in relation to:<br><ul style="list-style-type: none"> <li>•their intended purpose</li> <li>•legal and organisational requirements and standards</li> </ul> |
| 04.02  | evaluate information within displays to ensure that its content and position are:<br><ul style="list-style-type: none"> <li>•legally compliant</li> <li>•likely to promote sales</li> </ul>       |
| 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  |
| <b>Be able to maintain the required quantity and quality of goods on display</b>                                 |   |
| 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/503/5720

### 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.

| <b>Unit: M/503/5720 : Help customers to choose specialist products in a retail environment</b>              |  |
|---|--|
| <b>Understand commercial awareness in relation to the organisation, its target market and product offer</b> |  |
| <b>Assessment Criterion - The learner can:</b>  |  |
| 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   |
| <b>Understand the specialist products within own area of responsibility</b>                                 |  |
| 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                                    |
| <b>Be able to initiate and develop a rapport with customers</b>   |  |
| 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   |
| <b>Be able to match specialist products to individual customer requirements</b>                             |  |
| 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  |
| <b>Be able to maintain own product knowledge and expertise in relation to specialist products</b>           |  |
| 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  |

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## Unit Specification

### R/503/5693

Manage the payment transaction process in a retail environment

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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.

| <b>Unit: R/503/5693 : Manage the payment transaction process in a retail environment</b> |  |
|--|--|
| <b>Be able to monitor payment transaction processing in a retail environment</b>         |  |
| <b>Assessment Criterion - The learner can:</b>   |  |
| 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> |
| <b>Be able to manage the operation of payment points in a retail environment</b>         |  |
| 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   |



Unit Specification  
**T/503/5671**

Source required goods and services in a retail environment



Qualification Framework: RQF  
 Title : Source required goods and services in a retail environment  
 Unit Level : Level 3  
 Unit Sub Level : None  
 Guided Learning Hours : 52  
 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.

| <b>Unit: T/503/5671 : Source required goods and services in a retail environment</b> |   |
|--|---|
| <b>Understand the role of suppliers when sourcing goods and services</b>             |   |
| <b>Assessment Criterion - The learner can:</b>                                       |   |
| 01.01  | explain how suppliers terms and conditions can affect the profitability of a retail business  |
| 01.02  | explain the organisations legal rights as a purchaser of goods and services, including rights relating to returns, replacements and refunds                             |
| 01.03  | explain what constitutes a legally binding contract between retailer and supplier   |
| <b>Be able to source required goods and services</b>                                 |   |
| 02.01  | interpret stock records to establish:<br>•which stock needs replenishing<br>•the quantity of stock required   |
| 02.02  | evaluate the service offered by suppliers, taking account of:<br>•the availability of the required goods and services<br>•the terms and conditions offered by suppliers |
| <b>Be able to order goods and services</b>   |   |
| 03.01  | analyse purchase requisitions to identify items that can be ordered together  |
| 03.02  | order goods and services:<br>•of the required type and quantity<br>•allowing sufficient time for delivery   |
| 03.03  | develop procedures that will enable colleagues to give sufficient notice of any special orders for goods and services   |
| 03.04  | resolve overdue or incomplete orders with the supplier  |
| 03.05  | arrange returns, replacements and refunds when applicable   |
| 03.06  | explain the options available when orders cannot be fulfilled on time   |
| 03.07  | maintain purchasing records that are in line with organisational procedures   |
| <b>Be able to evaluate the performance of suppliers of stock for retail sale</b>     |   |
| 04.01  | evaluate the quality, price and timeliness of deliveries against the organisations requirements   |
| 04.02  | evaluate colleagues feedback about suppliers performance to determine if the standard of performance is acceptable  |
| 04.03  | provide feedback to suppliers on the level of service they provide  |

Unit Specification  
**Y/503/5730**  
 Deputise for the leader of a retail team



Qualification Framework: RQF  
 Title : Deputise for the leader of a retail team  
 Unit Level : Level 3  
 Unit Sub Level : None  
 Guided Learning Hours : 55  
 Unit Credit Value : 11  
 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: Y/503/5730 : Deputise for the leader of a retail team</b>   |   |
|--|---|
| <b>Understand the standards of performance required of own retail team when deputising for a team leader</b> |   |
| <b>Assessment Criterion - The learner can:</b>   |   |
| 01.01  | explain team leader responsibilities in relation to: <ul style="list-style-type: none"> <li>•health and safety</li> <li>•equality, diversity and inclusion</li> <li>•security</li> <li>•staffing levels</li> <li>•absence reporting</li> <li>•timekeeping</li> <li>•personal appearance</li> <li>•handling customer complaints</li> </ul> |
| 01.02  | explain relevant legislation and regulations relating to the products the team sells  |
| 01.03  | explain the importance of setting an example to team members by following organisational procedures and policies at all times   |
| <b>Understand how to gain the co-operation of own retail team when deputising for a team leader</b>          |   |
| 02.01  | explain the challenges involved in temporarily managing peer colleagues   |
| 02.02  | explain how clear communication helps teams to work effectively   |
| 02.03  | explain why it is important for a team leader to be approachable and trustworthy, including the importance of maintaining confidentiality   |
| 02.04  | explain the importance of treating all team members fairly  |
| <b>Be able to maintain the standards of performance of own retail team when deputising for a team leader</b> |   |
| 03.01  | communicate accurate information and instructions to the team   |
| 03.02  | set an example for own team by following organisational procedures and policies when deputising for a team leader   |
| 03.03  | perform checks to ensure that team members follow organisational procedures and policies  |
| <b>Be able to manage the morale of own retail team when deputising for a team leader</b>                     |   |
| 04.01  | allocate work tasks to team members in ways that attempt to maintain the morale of the team   |
| 04.02  | use methods to motivate own team that are suited to individual team members existing levels of motivation and expertise   |
| 04.03  | praise good performance both to the individuals concerned and to management   |
| 04.04  | provide support to team members who are having difficulty coping with their work, in ways suited to the individual and the situation  |
| 04.05  | communicate potentially sensitive information only to those who have a right to receive it  |
| <b>Be able to manage own performance when deputising for a team leader</b>                                   |   |
| 05.01  | manage own time to carry out other work duties when deputising for a team leader  |
| 05.02  | follow organisational procedures when problems arise when deputising for a team leader  |

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.

| <b>Unit: A/503/5672 : Organise own work to meet a dough production schedule in a retail environment</b>           |   |
|---|---|
| <b>Understand the importance of maintaining health and safety and food safety during dough production</b>         |   |
| <b>Assessment Criterion - The learner can:</b>  |   |
| 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>  |
| <b>Understand why efficient and effective dough production is important to the organisation and its customers</b> |   |
| 02.01   | explain why efficient and effective dough production is important to the organisation and its customers   |
| <b>Be able to organise own work to meet a dough production schedule in a retail environment</b>                   |   |
| 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/503/5719

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.

| <b>Unit: A/503/5719 : Portion delicatessen products to meet customer requirements in a retail environment</b> |   |
|---|---|
| <b>Be able to cut and weigh delicatessen products to meet customer requirements</b>                           |   |
| <b>Assessment Criterion - The learner can:</b>  |   |
| 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.

| <b>Unit: A/503/5722 : Operate a customer record card system on a beauty counter in a retail environment</b>                              |   |
|--|---|
| <b>Understand how to maintain the customer record card system in a retail environment</b>  |   |
| <b>Assessment Criterion - The learner can:</b>   |   |
| 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  |
| <b>Be able to set up record cards for customers at a beauty counter in a retail environment</b>  |   |
| 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> |
| <b>Be able to use the record card system to recognise opportunities for increasing sales at a beauty counter in a retail environment</b> |   |
| 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  
**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.

| <b>Unit: D/503/5678 : Check stock levels and sort out problems with stock levels in a retail environment</b>               |  |
|--|--|
| <b>Understand the purpose of checking stock levels in a retail environment</b>   |  |
| <b>Assessment Criterion - The learner can:</b>   |  |
| 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/503/5714**

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.

| <b>Unit: D/503/5714 : Promote food or drink products by offering samples to customers</b> |   |
|---|---|
| <b>Understand the business reasons for offering samples of food or drink to customers</b> |   |
| <b>Assessment Criterion - The learner can:</b>  |   |
| 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  |
| <b>Be able to set up attractive and hygienic displays of food or drink samples</b>        |   |
| 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>     |
| <b>Be able to interact with customers at a display of food or drink samples</b>           |   |
| 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  |
| <b>Be able to dispose of food or drink samples in line with organisational procedures</b> |   |
| 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  |

Unit Specification  
**D/601/1553**  
 Work with others to improve customer service



Qualification Framework : RQF  
 Title : Work with others to improve customer service  
 Unit Level : Level 3  
 Unit Sub Level : None  
 Guided Learning Hours : 53  
 Unit Credit Value : 8  
 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.

| <b>Unit: D/601/1553 : Work with others to improve customer service</b> |  |
|--|--|
| <b>improve customer service by working with others</b>                 |  |
| <b>Assessment Criterion - The learner can:</b>                         |  |
| 01.01  | contribute constructive ideas for improving customer service   |
| 01.02  | identify what they have to do to improve customer service and confirm this with others                             |
| 01.03  | agree with others what they have to do to improve customer service   |
| 01.04  | co-operate with others to improve customer service   |
| 01.05  | keep their commitments made to others  |
| 01.06  | make others aware of anything that may affect plans to improve customer service                                    |
| <b>monitor their own performance when improving customer service</b>   |  |
| 02.01  | discuss with others how what they do affects customer service performance  |
| 02.02  | identify how the way they work with others contributes towards improving customer service                          |
| <b>monitor team performance when improving customer service</b>        |  |
| 03.01  | discuss with others how teamwork affects customer service performance  |
| 03.02  | work with others to collect information on team customer service performance                                       |
| 03.03  | identify with others how customer service teamwork could be improved   |
| 03.04  | take action with others to improve customer service performance  |
| <b>understand how to work with others to improve customer service</b>  |  |
| 04.01  | describe who else is involved either directly or indirectly in the delivery of customer service                    |
| 04.02  | describe the roles and responsibilities of others in their organisation  |
| 04.03  | describe the roles of others outside their organisation who have an impact on their services or products           |
| 04.04  | evaluate what the goals or targets of their organisation are in relation to customer service and how these are set |
| 04.05  | evaluate how their organisation identifies improvements in customer service  |



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



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.

| <b>Unit: D/601/4551 : Select, weigh and measure bakery ingredients</b> |  |
|--|--|
| <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.                                     |

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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.

| <b>Unit: H/503/5679 : Finish bake-off food products in a retail environment</b>          |   |
|--|---|
| <b>Understand the baking and cooling processes that apply to bake-off food products</b>  |   |
| <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  |
| <b>Know the legal and organisational requirements that apply to bake-off products</b>    |   |
| 02.01  | describe the legal and organisational requirements that apply to bake-off products  |
| <b>Be able to finish the baking process of bake-off products in a retail environment</b> |   |
| 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/601/1232**  
 Improve the customer relationship



Qualification Framework : RQF

Title : Improve the customer relationship

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 47

Unit Credit Value : 7

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.

| <b>Unit: H/601/1232 : Improve the customer relationship</b>       |  |
|---|--|
| <b>improve communication with their customers</b>                 |  |
| <b>Assessment Criterion - The learner can:</b>                    |  |
| 01.01   | select and use the best method of communication to meet their customers expectations   |
| 01.02   | take the initiative to contact their customers to update them when things are not going to plan or when they require further information |
| 01.03   | adapt their communication to respond to individual customers feelings  |
| <b>balance the needs of their customer and their organisation</b> |  |
| 02.01   | meet their customers expectations within their organisations service offer   |
| 02.02   | explain the reasons to their customers sensitively and positively when customer expectations cannot be met                               |
| 02.03   | identify alternative solutions for their customers either within or outside the organisation   |
| 02.04   | identify the costs and benefits of these solutions to their organisation and to their customers  |
| 02.05   | negotiate and agree solutions with their customers which satisfy them and are acceptable to their organisation                           |
| 02.06   | take action to satisfy their customers with the agreed solution when balancing customer needs with those of their organisation           |
| <b>exceed customer expectations to develop the relationship</b>   |  |
| 03.01   | make extra efforts to improve their relationship with their customers  |
| 03.02   | recognise opportunities to exceed their customers expectations   |
| 03.03   | take action to exceed their customers expectations within the limits of their own authority  |
| 03.04   | gain the help and support of others to exceed their customers expectations   |
| <b>understand how to improve the customer relationship</b>        |  |
| 04.01   | describe how to make best use of the method of communication chosen for dealing with their customers                                     |
| 04.02   | explain how to negotiate effectively with their customers  |
| 04.03   | explain how to assess the costs and benefits to their customers and their organisation of any unusual agreement they make                |
| 04.04   | explain the importance of customer loyalty and/or improved internal customer relationships to their organisation                         |

Unit Specification  
**H/601/1554**  
 Promote continuous improvement



Qualification Framework : RQF

Title : Promote continuous improvement

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 47

Unit Credit Value : 7

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.

| <b>Unit: H/601/1554 : Promote continuous improvement</b>                |  |
|---|--|
| <b>plan improvements in customer service based on customer feedback</b> |  |
| <b>Assessment Criterion - The learner can:</b>                          |  |
| 01.01   | gather feedback from customers that will help to identify opportunities for customer service improvement   |
| 01.02   | analyse and interpret feedback to identify opportunities for customer service improvements and propose changes   |
| 01.03   | discuss with others the potential effects of any proposed changes for their customers and their organisation   |
| 01.04   | negotiate changes in customer service systems and improvements with somebody with sufficient authority to approve trial or full implementation of the change       |
| <b>implement changes in customer service</b>                            |  |
| 02.01   | organise the implementation of authorised changes  |
| 02.02   | implement the changes following organisational guidelines  |
| 02.03   | inform people inside and outside their organisation who need to know of the changes being made and the reasons for them  |
| 02.04   | monitor early reactions to changes and make appropriate fine-tuning adjustments  |
| <b>review changes to promote continuous improvement</b>                 |  |
| 03.01   | collect and record feedback on the effects of changes  |
| 03.02   | analyse and interpret feedback and share their findings on the effects of changes with others  |
| 03.03   | summarise the advantages and disadvantages of the changes  |
| 03.04   | use their analysis and interpretation of changes to identify opportunities for further improvement   |
| 03.05   | present these opportunities to somebody with sufficient authority to make them happen  |
| <b>understand how to promote continuous improvement</b>                 |  |
| 04.01   | review how service improvements in their area affect the balance between overall customer satisfaction, the costs of providing service and regulatory requirements |
| 04.02   | explain how customer experience is influenced by the way service is delivered  |
| 04.03   | explain how to collect, analyse and present customer feedback  |
| 04.04   | explain how to make a business case to others to bring about change in the products or services they offer   |

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.

| <b>Unit: J/502/0771 : Merchandise plants and other relevant products</b> |   |
|--|---|
| <b>Know how to merchandise plants and other products</b>                 |   |
| <b>Assessment Criterion - The learner can:</b>                           |   |
| 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   |
| <b>Be able to merchandise plants and other products</b>                  |   |
| 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  |
| <b>Know how to maintain the condition of plants for sale</b>             |   |
| 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   |
| <b>Be able to maintain plants ready for sale</b>                         |   |
| 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/503/5674**

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.

| <b>Unit: J/503/5674 : Maintain food safety while working with food in a retail environment</b>   |   |
|--|---|
| <b>Know how food in a retail environment can become unsafe for consumers</b>                     |   |
| <b>Assessment Criterion - The learner can:</b>   |   |
| 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  |
| <b>Know the routine working practices that contribute to food safety in a retail environment</b> |   |
| 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               |
| <b>Be able to maintain own work area in a safe condition for working with food</b>               |   |
| 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: <ul style="list-style-type: none"> <li>• in good working order</li> <li>• in a hygienic condition</li> </ul>          |
| <b>Be able to work with food in a way that keeps it safe for customers</b>                       |   |
| 04.01  | dispose of food waste: <ul style="list-style-type: none"> <li>• promptly</li> <li>• hygienically</li> <li>• in line with organisational procedures</li> </ul> |
| 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   |
| <b>Be able to record the condition of food</b>   |   |
| 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.

| <b>Unit: J/503/5688 : Demonstrate products to customers in a retail environment</b>                     |   |
|---|---|
| <b>Understand how product demonstrations can help to increase sales</b>                                 |   |
| <b>Assessment Criterion - The learner can:</b>  |   |
| 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   |
| <b>Be able to make the preparations needed to ensure a safe and efficient product demonstration</b>     |   |
| 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   |
| <b>Be able to communicate to customers the features and benefits of the products being demonstrated</b> |   |
| 03.01   | demonstrate products:<br><ul style="list-style-type: none"> <li>• in a logical sequence of steps and stages</li> <li>• ensuring that all the product features and benefits the demonstration is intending to highlight are covered</li> </ul> |
| 03.02   | provide accurate supporting commentary as needed that explains to customers the features and benefits of the product being demonstrated   |
| <b>Be able to tidy the demonstration area when a product demonstration is finished</b>                  |   |
| 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/601/1515**  
 Monitor and solve customer service problems



Qualification Framework: RQF

Title : Monitor and solve customer service problems

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 40

Unit Credit Value : 6

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.

| <b>Unit: J/601/1515 : Monitor and solve customer service problems</b>           |  |
|---|--|
| <b>solve immediate customer service problems</b>                                |  |
| <b>Assessment Criterion - The learner can:</b>                                  |  |
| 01.01   | respond positively to customer service problems following organisational guidelines  |
| 01.02   | solve customer service problems when they have sufficient authority  |
| 01.03   | work with others to solve customer service problems  |
| 01.04   | keep customers informed of the actions being taken   |
| 01.05   | check with customers that they are comfortable with the actions being taken  |
| 01.06   | solve problems with service systems and procedures that might affect customers before customers become aware of them   |
| 01.07   | inform managers and colleagues of the steps taken to solve specific problems   |
| <b>identify repeated customer service problems and options for solving them</b> |  |
| 02.01   | identify repeated customer service problems  |
| 02.02   | identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option   |
| 02.03   | work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation   |
| <b>take action to avoid the repetition of customer service problems</b>         |  |
| 03.01   | obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated  |
| 03.02   | action their agreed solution   |
| 03.03   | keep their customers informed in a positive and clear manner of steps being taken to solve any service problems  |
| 03.04   | monitor the changes they have made and adjust them if appropriate  |
| <b>understand how to monitor and solve customer service problems</b>            |  |
| 04.01   | describe organisational procedures and systems for dealing with customer service problems  |
| 04.02   | describe the organisational procedures and systems for identifying repeated customer service problems  |
| 04.03   | explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers |
| 04.04   | explain how to negotiate with and reassure customers while their problems are being solved   |



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.

| <b>Unit: K/502/1511 : Identify and report the presence of pests, diseases and disorders</b> |  |
|---|--|
| <b>Identify and report the presence of pests, diseases and disorders</b>                    |  |
| <b>Assessment Criterion - The learner can:</b>  |  |
| 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   |
| <b>Be able to work safely and minimise environmental damage</b>                             |  |
| 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  |
| <b>Know how to identify and report the presence of pests, diseases and disorders</b>        |  |
| 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             |
| <b>Know relevant health and safety legislation and environmental good practice</b>          |  |
| 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.

| <b>Unit: K/503/5666 : Hand-process fish in a retail environment</b>                                |  |
|--|--|
| <b>Understand safe working practices in relation to hand-processing fish</b>                       |  |
| <b>Assessment Criterion - The learner can:</b>   |  |
| 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  |
| <b>Understand the relationship between the anatomy of fish and the way fish are hand-processed</b> |  |
| 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  |
| <b>Be able to hand-process fish</b>  |  |
| 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: <ul style="list-style-type: none"> <li>*achieve organisational specifications for yield and quality</li> <li>*minimise waste</li> <li>*keep fish in a saleable condition throughout processing</li> <li>*maintain own and other people's health and safety</li> </ul> |
| 03.03  | place processed products that meet organisational specifications into containers that will keep them in a saleable condition   |
| <b>Be able to maintain own work area in a condition fit for hand-processing fish</b>               |  |
| 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  
**L/502/0853**  
 Provide nutrients to crops or plants



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.

| <b>Unit: L/502/0853 : Provide nutrients to crops or plants</b>                        |   |
|---|---|
| <b>Know how nutrient requirements vary and their method of application</b>            |   |
| <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/503/5711**  
 Cash up in a retail environment



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.

| <b>Unit: L/503/5711 : Cash up in a retail environment</b>    |  |
|--|--|
| <b>Be able to cash up accurately in a retail environment</b> |  |
| <b>Assessment Criterion - The learner can:</b>               |  |
| 01.01  | cash up in line with:<br><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:<br><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:<br><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

**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.

| <b>Unit: M/503/5667 : Process greengrocery products for sale in a retail environment</b> |   |
|--|---|
| <b>Be able to prepare greengrocery products for sale</b>                                 |   |
| <b>Assessment Criterion - The learner can:</b>   |   |
| 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:<br>•hygienically<br>•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  |
| <b>Be able to replenish displays of greengrocery products</b>                            |   |
| 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:<br>•in the designated display area for each product<br>•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            |
| <b>Be able to maintain the quality of greengrocery products on display</b>               |   |
| 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/503/5717**

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.

| <b>Unit: M/503/5717 : Help customers to apply for a retail stores credit card and associated insurance products</b>  |  |
|--|--|
| <b>Understand the legal requirements relating to informing customers about insurance products associated with a retail stores credit card</b>                      |  |
| <b>Assessment Criterion - The learner can:</b>   |  |
| 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  |
| <b>Understand the importance of helping customers to understand the implications of applying for a retail stores credit card and associated insurance products</b> |  |
| 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   |
| <b>Understand the legal requirements relating to helping customers to apply for the stores credit card and associated insurance products</b>                       |  |
| 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   |
| <b>Be able to offer customers insurance products associated with the stores credit card</b>  |  |
| 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   |
| <b>Be able to help customers to apply for a retail stores credit card and associated insurance products</b>  |  |
| 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.

| <b>Unit: R/502/0854 : Maintain moisture levels for crops or plants</b>                |   |
|---|---|
| <b>Know why it is important to maintain moisture for crops and plants</b>             |   |
| <b>Assessment Criterion - The learner can:</b>  |   |
| 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  |
| <b>Know the types of equipment required and how to maintain them</b>                  |   |
| 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   |
| <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 select, use and maintain equipment</b>                                  |   |
| 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   |
| <b>Be able to maintain moisture levels for crops and plants</b>                       |   |
| 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   |
| <b>Be able to work safely and minimise environmental damage</b>                       |   |
| 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   |

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## Unit Specification

**R/503/5676**

Pick products in a retail environment to fulfil customer orders

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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.

| <b>Unit: R/503/5676 : Pick products in a retail environment to fulfil customer orders</b>    |  |
|--|--|
| <b>Be able to organise own work to pick orders within a retail environment</b>               |  |
| <b>Assessment Criterion - The learner can:</b>   |  |
| 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  |
| <b>Be able to pick products in a retail environment to meet customer requirements</b>        |  |
| 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   |
| <b>Be able to prepare picked orders for collection or despatch from a retail environment</b> |  |
| 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 |   |
|---|---|
| <b>Be able to establish customer requirements for fixing tiles</b>  |   |
| <b>Assessment Criterion - The learner can:</b>                      |   |
| 01.01   | ask customers questions to establish: <ul style="list-style-type: none"> <li>•the nature of the surfaces to be tiled</li> <li>•how the tiled surfaces are to be used</li> <li>•whether there are any existing or planned fixtures, fittings, pipework or cabling</li> <li>•whether there is, or will be, underfloor heating, where a floor is to be tiled</li> </ul>  |
| 01.02   | reach an agreement with customers concerning: <ul style="list-style-type: none"> <li>•whether tiling is a practical solution for the surface and intended use</li> <li>•how the tiled surfaces are to be finished off</li> <li>•how best to accommodate any existing or planned fixtures, fittings, pipework or cabling</li> <li>•the need for a tanking system, where applicable</li> </ul>  |
| <b>Be able to explain to customers how to fix tiles</b>             |   |
| 02.01   | explain to customers how to fix tiles, including: <ul style="list-style-type: none"> <li>•how to prepare the surface to be tiled</li> <li>•how to fix and use battens, where applicable</li> <li>•how to waterproof walls before tiling, where applicable</li> <li>•how to site movement joints, where applicable</li> <li>•what types of adhesive and grout are needed and how to apply these, including the curing and drying times involved</li> <li>•how and in what order to apply products</li> <li>•what tools to use for cutting and drilling tiles, and how to use these safely and effectively</li> <li>•which tiles cannot be cut or drilled and why, where applicable</li> <li>•the methods and materials for fitting, fixing and sealing electrical underfloor heating systems, where applicable</li> <li>•safe working and best practice techniques, including the importance of following manufacturers' instructions</li> </ul> |
| <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   |

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Unit Specification  
**R/503/5712**

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

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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.

| <b>Unit: R/503/5712 : Promote a retail stores credit card to customers in a retail environment</b>                           |  |
|--|--|
| <b>Understand the importance of promoting a retail stores credit card to both potential and existing holders of the card</b> |  |
| <b>Assessment Criterion - The learner can:</b>   |  |
| 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   |
| <b>Be able to promote a retail stores credit card to customers in a retail environment</b>                                   |  |
| 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:<br>•potential new customers<br>•existing card holders  |
| 02.03  | comply with legal requirements to disclose to customers who express an interest in having the retail stores credit card:<br>•the costs involved<br>•the repayment terms<br>•the customers right to cancel the card |
| 02.04  | address concerns customers may have about the retail stores credit card, ensuring that:<br>•any information provided is legally compliant<br>•benefits of the retail stores credit card are reinforced             |

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.

| <b>Unit: T/503/5668 : Finish meat products by hand in a retail environment</b>                             |  |
|--|--|
| <b>Be able to check the suitability of meat products for finishing in a retail environment</b>             |  |
| <b>Assessment Criterion - The learner can:</b>   |  |
| 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:<br><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   |
| <b>Be able to organise own work area and equipment for finishing meat products in a retail environment</b> |  |
| 02.01  | organise own work area to meet organisational requirements for:<br><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   |
| <b>Be able to achieve meat product yield and finish in a retail environment</b>                            |  |
| 03.01  | organise own meat finishing work in line with organisational finishing instructions  |
| 03.02  | finish meat products:<br><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   |

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## Unit Specification

**T/503/5718**

Help customers to choose delicatessen products in a retail environment

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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.

| <b>Unit: T/503/5718 : Help customers to choose delicatessen products in a retail environment</b> |   |
|--|---|
| <b>Be able to find out what customers are looking for at the delicatessen counter</b>            |   |
| <b>Assessment Criterion - The learner can:</b>   |   |
| 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> |
| <b>Be able to suggest delicatessen products that meet customer needs</b>                         |   |
| 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.

| <b>Unit: T/503/5721 : Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment</b>    |   |
|---|---|
| <b>Understand the commercial value of demonstrating make-up and skincare products</b>   |   |
| <b>Assessment Criterion - The learner can:</b>  |   |
| 01.01   | explain the purpose and value of demonstrations in promoting and selling make-up and skincare products  |
| <b>Understand the elements of a demonstration of make-up and skincare products</b>  |   |
| 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  |
| <b>Be able to prepare to demonstrate make-up and skincare products to customers at a beauty counter in a retail environment</b> |   |
| 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  |
| <b>Be able to apply make-up or skincare products to customers as part of a demonstration</b>                                    |   |
| 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  |
| <b>Be able to conclude a demonstration of make-up or skincare products</b>  |   |
| 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   |

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



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.

| <b>Unit: T/601/4555 : Hand-divide, mould and shape fermented dough</b> |  |
|--|--|
| <b>Hand-divide fermented dough to specifications and instructions</b>  |  |
| <b>Assessment Criterion - The learner can:</b>                         |  |
| 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.                                  |
| <b>Hand-mould and shape fermented dough</b>                            |  |
| 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.

| <b>Unit: Y/502/1214 : Remove unwanted plant growth to maintain development</b>        |   |
|---|---|
| <b>Know the different types of unwanted plant growth</b>                              |   |
| <b>Assessment Criterion - The learner can:</b>  |   |
| 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          |
| <b>Know how to maintain plant development</b>   |   |
| 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 |
| <b>Know the types of equipment required and how to maintain them</b>                  |   |
| 03.01   | Describe the equipment which will be necessary for maintaining plant development  |
| 03.02   | Describe methods of maintaining the equipment ready for use   |
| <b>Know the current health and safety legislation and environmental good practice</b> |   |
| 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   |
| <b>Be able to select, use and maintain equipment</b>                                  |   |
| 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   |
| <b>Be able to identify unwanted plant growth</b>                                      |   |
| 06.01   | Recognise unwanted plant material as appropriate  |
| <b>Be able to remove unwanted plant growth</b>  |   |
| 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  |
| <b>Be able to work safely and minimise environmental damage</b>                       |   |
| 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   |

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## Unit Specification

**Y/503/5680**

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

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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.

| <b>Unit: Y/503/5680 : Glaze, coat or decorate bake-off products for sale in a retail environment</b>  |   |
|---|---|
| <b>Know the legal and organisational requirements that apply when glazing, coating and decorating bake-off products in a retail environment</b> |   |
| <b>Assessment Criterion - The learner can:</b>  |   |
| 01.01   | describe the legal and organisational requirements that apply when glazing, coating or decorating bake-off products in a retail environment                                   |
| <b>Be able to glaze, coat and decorate bakeoff products in a retail environment</b>   |   |
| 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:<br>•meet the organisation's specification<br>•are correctly positioned for the next stage in the bakery process |
| 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:<br>•to the amount required<br>•within an allocated time<br>•with a minimum of waste                                    |
| 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.

| <b>Unit: Y/503/5713 : Provide service to customers in a dressing room in a retail environment</b>                         |   |
|---|---|
| <b>Be able to use the dressing room facilities in a retail environment to create sales opportunities</b>                  |   |
| <b>Assessment Criterion - The learner can:</b>  |   |
| 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  |
| <b>Be able to take measures to minimise stock loss while serving customers in a dressing room in a retail environment</b> |   |
| 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   |
| <b>Be able to keep dressing room facilities in a retail environment ready for customer use</b>                            |   |
| 03.01   | perform checks before opening the dressing room for use to ensure that it :<br><ul style="list-style-type: none"> <li>•meets organisational requirements</li> <li>•is free from obstructions</li> </ul> |
| 03.02   | maintain the dressing room in a state that meets organisational requirements when the dressing room is open for use   |
| <b>Be able to process unsold merchandise in a dressing room in a retail environment</b>                                   |   |
| 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/601/1230**  
 Organise the delivery of reliable customer service



Qualification Framework : RQF

Title : Organise the delivery of reliable customer service

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 40

Unit Credit Value : 6

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.

| <b>Unit: Y/601/1230 : Organise the delivery of reliable customer service</b> |  |
|--|--|
| <b>plan and organise the delivery of reliable customer service</b>           |  |
| <b>Assessment Criterion - The learner can:</b>                               |  |
| 01.01  | plan, prepare and organise everything they need to deliver services or products to different types of customers                  |
| 01.02  | organise what they do to ensure that they are consistently able to give prompt attention to your customers                       |
| 01.03  | reorganise their work to respond to unexpected additional workloads  |
| <b>review and maintain customer service delivery</b>                         |  |
| 02.01  | maintain service delivery during very busy periods and unusually quiet periods   |
| 02.02  | maintain service delivery when systems, people or resources have let them down   |
| 02.03  | consistently meet their customers expectations   |
| 02.04  | balance the time they take with their customers with the demands of other customers seeking their attention                      |
| 02.05  | respond appropriately to their customers when customers make comments about the products or services they are offering           |
| 02.06  | alert others to repeated comments made by their customers  |
| 02.07  | take action to improve the reliability of their service based on customer comments   |
| 02.08  | monitor the action they have taken to identify improvements in the service they give to their customers                          |
| <b>use recording systems to maintain reliable customer service</b>           |  |
| 03.01  | record and store customer service information accurately following organisational guidelines                                     |
| 03.02  | select and retrieve customer service information that is relevant, sufficient and in an appropriate format                       |
| 03.03  | quickly locate information that will help solve a customers query  |
| 03.04  | supply accurate customer service information to others using the most appropriate method of communication                        |
| <b>understand how to organise the delivery of reliable customer service</b>  |  |
| 04.01  | describe organisational procedures for unexpected situations and their role within them  |
| 04.02  | describe resource implications in times of staff sickness and holiday periods and their responsibility at these times            |
| 04.03  | explain the importance of having reliable and fast information for their customers and their organisation                        |
| 04.04  | evaluate the organisational procedures and systems for delivering customer service   |
| 04.05  | identify useful customer feedback and explain how to decide which feedback should be acted on                                    |
| 04.06  | describe how to communicate feedback from customers to others  |
| 04.07  | evaluate the organisational procedures and systems for recording, storing, retrieving and supplying customer service information |
| 04.08  | explain the legal and regulatory requirements regarding the storage of data  |