

VTCT Level 1 Certificate in Retail Knowledge

| | |
|---------------------------------|-------------------------|
| Accreditation start date: | 1 September 2009 |
| Credit value: | 13 |
| Guided learning hours (GLH): | 89 |
| Total Qualification Time (TQT): | 130 |
| Qualification number: | 500/6822/2 |

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

| Unit code | Date achieved | Learner signature | Assessor initials | IQA signature (if sampled) |
|-----------------|---------------------------------------|-------------------|-------------------|----------------------------|
| Mandatory units | | | | |
| UV10347 | | | | |
| UV10348 | | | | |
| UV10349 | | | | |
| UV20360 | | | | |
| UV10351 | | | | |
| UV10352 | | | | |
| Optional units | Please insert optional units achieved | | | |
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The qualification

Introduction

The VTCT Level 1 Certificate in Retail Knowledge is a vocationally related qualification that focuses on the development of the requisite knowledge and understanding to prepare you for a career in the retail industry.

In this qualification you will develop knowledge and understanding of the business of retail, the control, replenishment and handling of stock, maintaining health, safety and security, customer service, the retail selling process and how to work individually and in a team to improve the effectiveness of a retail business.

You also have the option to develop your knowledge and understanding of retail consumer law, managing other people's money and handling customer payments, and planning and running an enterprise activity.

Sector support

This qualification is regulated on the Regulated Qualifications Framework.

This qualification is approved and supported by Skillsmart Retail, the sector skills council for retail.



Progression

The VTCT Level 1 Certificate in Retail Knowledge provides progression opportunities to the:

- VTCT Level 2 Award in Retail Knowledge;
- VTCT Level 2 Certificate in Retail Knowledge.

Qualification structure

Total credits required - 13 (minimum)

All mandatory units must be completed.

Mandatory units - 11 credits

| VTCT unit code | Ofqual unit reference | Unit title | Credit value | GLH |
|----------------|-----------------------|--|--------------|-----|
| UV10347 | A/502/5756 | Understanding the business of retail | 1 | 8 |
| UV10348 | T/502/5819 | Understanding customer service in the retail sector | 2 | 17 |
| UV10349 | M/502/5804 | Understanding how a retail business maintains health, safety and security on its premises | 2 | 15 |
| UV20360 | A/502/5806 | Understanding the retail selling process | 2 | 15 |
| UV10351 | J/502/5808 | Understanding the control, handling and replenishment of stock in a retail business | 2 | 11 |
| UV10352 | R/502/5780 | Understanding how individuals and teams contribute to the effectiveness of a retail business | 2 | 15 |

Optional units - 2 (minimum) credits

| VTCT unit code | Ofqual unit reference | Unit title | Credit value | GLH |
|----------------|-----------------------|--|--------------|-----|
| UV20353 | D/502/5801 | Understanding retail consumer law | 2 | 11 |
| UV20354 | H/502/5797 | Understanding the handling of customer payments in a retail business | 2 | 8 |
| UV10355 | F/501/5942 | Planning an enterprise activity | 1 | 10 |
| UV10356 | F/501/5939 | Running an enterprise activity | 1 | 10 |
| UV10357 | F/501/5827 | Being responsible for other people's money | 1 | 10 |

Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

Internal assessment

(any requirements will be shown in the unit)

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT external quality assurers.

External assessment

(any requirements will be shown in the unit)

Externally assessed question papers completed electronically will be set and marked by VTCT.

Externally assessed hard-copy question papers will be set by VTCT, marked by centre staff and sampled by VTCT external quality assurers.

Assessment explained

VTCT qualifications are assessed and quality assured by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal quality assurer whose role is to check that your assessment and evidence is valid and reliable and meets VTCT and regulatory requirements.

An external quality assurer, appointed by VTCT, will visit your centre to sample and quality-check assessments, the internal quality assurance process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external quality assurer.

This record of assessment book is your property and must be in your possession when you are being assessed or quality assured. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.



Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that have been learned. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement, and understanding of the knowledge required to successfully complete the qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence should be documented in the portfolio and cross referenced to the outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

| Mandatory units | | | | |
|-----------------|--|-------------------|----------------|---------------|
| | | External | Internal | |
| VTCT unit code | Unit title | Question paper(s) | Observation(s) | Assignment(s) |
| UV10347 | Understanding the business of retail | 0 | - | ✓ |
| UV10348 | Understanding customer service in the retail sector | 0 | - | ✓ |
| UV10349 | Understanding how a retail business maintains health, safety and security on its premises | 0 | - | ✓ |
| UV20360 | Understanding the retail selling process | 0 | - | ✓ |
| UV10351 | Understanding the control, handling and replenishment of stock in a retail business | 0 | - | ✓ |
| UV10352 | Understanding how individuals and teams contribute to the effectiveness of a retail business | 0 | - | ✓ |

| Optional units | | | | |
|----------------|--|-------------------|----------------|---------------|
| | | External | Internal | |
| VTCT unit code | Unit title | Question paper(s) | Observation(s) | Assignment(s) |
| UV20353 | Understanding retail consumer law | 0 | - | ✓ |
| UV20354 | Understanding the handling of customer payments in a retail business | 0 | - | ✓ |
| UV10355 | Planning an enterprise activity | 0 | - | ✓ |
| UV10356 | Running an enterprise activity | 0 | ✓ | ✓ |
| UV10357 | Being responsible for other people's money | 0 | ✓ | ✓ |

Unit glossary

| | Description |
|--|---|
| VTCT product code | All units are allocated a unique VTCT product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT. |
| Unit title | The title clearly indicates the focus of the unit. |
| National Occupational Standards (NOS) | NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence. |
| Level | Level is an indication of the demand of the learning experience; the depth and/or complexity of achievement and independence in achieving the learning outcomes. |
| Credit value | This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement. |
| Guided Learning Hours (GLH) | The activity of a learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training. |
| Total Qualification Time (TQT) | The number of hours an awarding organisation has assigned to a qualification for Guided Learning and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training. This includes assessment, which takes place as directed - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training. |
| Observations | This indicates the minimum number of observations required to achieve the unit. |
| Learning outcomes | The learning outcomes are the most important component of the unit; they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning. |
| Evidence requirements | This section provides guidelines on how evidence must be gathered. |
| Observation outcome | An observation outcome details the practical tasks that must be completed to achieve the unit. |
| Knowledge outcome | A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper or portfolio of evidence. |
| Assessment criteria | Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes. |
| Range | The range indicates what must be covered. Ranges must be practically demonstrated in parallel to the unit's observation outcomes. |

UV10347

Understanding the business of retail

The purpose of this unit is to provide you with knowledge and understanding of the retail sector. It will introduce you to the supply chain and the different types of retail outlets and occupations found within the sector.

Level

1

Credit value

1

GLH

8

Observation(s)

0

External paper(s)

0

Understanding the business of retail

Learning outcomes

On completion of this unit you will:

1. Understand how retail outlets differ in size and type
2. Understand the range of retail occupations
3. Understand the retail supply chain
4. Understand the contribution which the retail sector makes to the economy of the United Kingdom
5. Understand how customer concerns influence the products and services offered by retailers

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

Knowledge



Outcome 1

Understand how retail outlets differ in size and type

| You can: | Portfolio reference |
|--|---------------------|
| a. List the different retail channels and state the main features of each one | |
| b. Identify the sizes and types of retail outlets typically found in a variety of retail locations such as high streets or retail business parks | |

Outcome 2

Understand the range of retail occupations

| You can: | Portfolio reference |
|--|---------------------|
| a. State how retail occupations differ between small, medium and large retail businesses | |
| b. Identify the usual entry points and progression opportunities for a variety of retail occupations | |
| c. Outline the skills, personal attributes and behaviours required for a range of retail occupations | |

Outcome 3

Understand the retail supply chain

| You can: | Portfolio reference |
|---|---------------------|
| a. List the sources from which retailers obtain products | |
| b. Outline the key stages of a product's journey through the supply chain | |

Outcome 4

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

You can:

Portfolio reference

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

Outcome 5

Understand how customer concerns influence the products and services offered by retailers

| You can: | Portfolio reference |
|---|---------------------|
| a. Outline environmental issues of concern to retail customers | |
| b. Outline ethical issues of concern to retail customers | |
| c. List the main advantages to retailers of being responsive to customer environmental and ethical concerns | |

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Understand how retail outlets differ in size and type

Retail channels: Shops, internet shopping, show rooms, wholesaler, catalogues, mobile technology, television shopping, market stalls, kiosks.

Features: Immediate/delayed purchase, cost, convenience, bulk discounts, choice, try before you buy, location.

Sizes: Small, medium, large, chains.

Types of retail outlets: Department store, hypermarket, supermarket, outlets, convenience stores and corner shops.

Locations: High street, business parks, shopping centre, out of town, edge of town.

Outcome 2: Understand the range of retail occupations

Retail occupations: Director, owner manager, manager, supervisor, team leader, finance and administration, marketing, buying, security, customer service, sales assistant, shelf stacker, warehouse/store operative.

Entry points: Management, graduate, trainee, sales/checkout assistant, supervisor/team leader.

Progression opportunities: Progression routes, progression based on experience, skills, training and education/qualifications.

Skills, personal attributes and behaviours:

Skills – communication, literacy, customer service, sales and problem solving.

Personal attributes and behaviours

– hardworking, personal presentation, friendly, reliable, approachable, honest, helpful and professional.

Outcome 3: Understand the retail supply chain

Sources: Manufacturers, wholesalers, importers, agents, producers.

Products: Manufactured, perishable and non-perishable (i.e. food).

Key stages: Sources, distribution centre, warehouse, shop, storeroom, shop floor, customer, disposal/recycling.

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

Size of retail sector: Number of people employed, number of retail businesses, consumer expenditure, demographic variations.

Outcome 5: Understand how customer concerns influence the products and services offered by retailers

Environmental issues: Packaging and wrapping, transportation of goods, recycling, carbon footprint, use of sustainable raw materials, organic foods.

Ethical issues: Exploitation of labour, fair trade, organic products, genetically modified and processed foods, animal testing.

Advantages of responsiveness: Customer loyalty, sustainable relationships, positive image.

Notes

Use this area for making notes and drawing diagrams



UV10348

Understanding customer service in the retail sector

The purpose of this unit is to provide you with knowledge and an understanding of retail customer service. It focuses on the importance of communicating with customers and creating positive initial impressions. It will also introduce you to the different types of customer complaints and problems.

Level

1

Credit value

2

GLH

17

Observation(s)

0

External paper(s)

0

Understanding customer service in the retail sector

Learning outcomes

On completion of this unit you will:

1. Understand the importance of customer service to a retail business
2. Understand what gives customers a positive initial impression of a retail business and its staff
3. Understand how customer service is adapted to meet the needs of individual customers
4. Understand the importance of communication to the delivery of customer service
5. Understand a variety of customer complaints and problems

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

Knowledge



Outcome 1

Understand the importance of customer service to a retail business

| You can: | Portfolio reference |
|---|---------------------|
| a. State what is meant by customer service in a retail business | |
| b. Outline how customer service contributes to the success of a retail business | |

Outcome 2

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

| You can: | Portfolio reference |
|--|---------------------|
| a. Outline the factors which contribute to a customer's initial impression of a retail business | |
| b. Outline how the staff of a retail business can help to give customers a positive initial impression | |

Outcome 3

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

| You can: | Portfolio reference |
|--|---------------------|
| a. List the types of service which customers may need, including help with gaining access to products, facilities and information | |
| b. List the main ways of meeting customers' needs for service, including ways of giving customers access to products, facilities and information | |

Outcome 4

Understand the importance of communication to the delivery of customer service

| You can: | Portfolio reference |
|---|---------------------|
| a. Outline how written communication can contribute to the effectiveness of customer service | |
| b. Outline how spoken communication and body language can contribute to the effectiveness of customer service | |
| c. State how different types of questions can be used to find out what customers need | |
| d. State why it is important to listen to customers | |

Outcome 5

Understand a variety of customer complaints and problems

| You can: | Portfolio reference |
|---|---------------------|
| a. List the main types of customer complaints and problems | |
| b. Identify solutions to typical customer complaints and problems | |
| c. Outline the ways in which the law protects the rights of consumers | |

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Understand the importance of customer service to a retail business

Customer service: Greeting customers, friendly, helpful and approachable staff, product information and knowledge, treating customers with respect and courtesy, efficiently dealing with enquiries, exceeding customers' needs and expectations, listening to customers.

Customer service and success: Customer loyalty and repeat visits, word of mouth and increased business, improved staff satisfaction, motivation and career progression, improved image and reputation, increased sales and profit.

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

Factors: Cleanliness/tidiness, store layout, displays, offers and promotions, value for money, staff appearance, attitudes and approachability, security, atmosphere.

Staff: Positive attitude and body language, personal presentation, dress code/uniform, product knowledge, team ethos, helpfulness.

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

Type of service: Location of departments and products, stock checking, sales and after sales, promoting special offers and discounts, credit, product advice, disability access, customer returns.

Meeting customers' needs: Access to products (staff product knowledge, store layout and signage and internet shopping), access to facilities (accessible location and car parking), access to information (telephone support, help desks, information boards and webpage).

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

Written communication: Types (letter, email, fax, displays and notices), positive impact on customer service (polite tone, correct spelling and grammar, and clear, concise and accurate information).

Spoken communication and body language: Types (face to face and telephone), impact on customer service (level and tone of voice, welcoming, smiling and open body language), positive expressions, making eye contact.

Types of questions: Open, closed.

Importance of listening to customers: Customer satisfaction, customers feel valued, reduced number of mistakes and complaints, accurate and appropriate information given.

Outcome 5: Understand a variety of customer complaints and problems

Types of complaints: Products including not in stock, location, wrong size, incorrect pricing and faulty, service including unsatisfactory performance and poor levels, limited access, health and safety issues, security.

Solutions: Apologies, incentives/discounts, refunds, compensation, replacements, removal of health and safety/security risk, referral to supervisor/manager.

Legislation: Health and Safety, equality including Disability Discrimination Act, Sale of Goods Act, Supply of Goods and Services Act, Sale and Supply of Goods Act, Trades Description Act, Consumer Protection Act.

UV10349

Understanding how a retail business maintains health, safety and security on its premises

The purpose of this unit is to provide you with knowledge and understanding of maintaining security as well as health and safety on retail premises. It will introduce you to the relevant legislation and provides an overview of different procedures for maintaining health, safety and security.

Level

1

Credit value

2

GLH

15

Observation(s)

0

External paper(s)

0

Understanding how a retail business maintains health, safety and security on its premises

Learning outcomes

On completion of this unit you will:

1. Know the main provisions of health and safety legislation in relation to a retail business
2. Know how health and safety are maintained on the premises of a retail business
3. Know how cash and stock are kept secure on the premises of a retail business

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

Knowledge



Outcome 1

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

| You can: | Portfolio reference |
|---|---------------------|
| a. State the role of employees and employers in relation to relevant health and safety legislation | |
| b. State when and why the Control of Substances Hazardous to Health Regulations (COSHH) are important | |
| c. State where to find information on company health and safety policies | |

Outcome 2

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

| You can: | Portfolio reference |
|--|---------------------|
| a. List the risks and hazards which commonly occur on the premises of a retail business | |
| b. Outline precautions to reduce the risk of accidents | |
| c. Outline precautions to reduce the risk of fire | |
| d. List the main types of fire extinguisher and the materials each should be used on | |
| e. Outline procedures for the safe manual lifting and moving of stock | |
| f. State why high standards of cleanliness and hygiene should apply to the staff and premises of a retail business | |

Outcome 3

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

| You can: | Portfolio reference |
|---|---------------------|
| a. List the main causes of stock loss | |
| b. List the different types of shop theft and where and when each type typically occurs | |
| c. List the methods of payment typically accepted in retail outlets | |
| d. Outline the main ways of preventing loss when handling payments | |
| e. Outline the main checks for maintaining the security of cash and non-cash payments | |

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

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

Health and safety legislation: Health and Safety at Work Act, Control of Substances Hazardous to Health (COSHH), Manual Handling, Reporting of Injuries, Illness and Dangerous Occurrences Regulations (RIDDOR), roles of employees and employers in maintaining health and safety.

Importance of COSHH: Legislative requirements, prevent injury and ill health, identifying hazardous substances, risks associated with hazardous substances, value and purpose of COSHH assessments.

Accessing information: Procedural and policy manuals, staff handbook, notice boards, intranet, health and safety officer, management.

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

Risks and hazards:

Risks – trips, slips, falls, spills, burns and cuts, hazards including trip

Hazards – cables, stock and uneven floors, wet floors, use of tools and equipment, reduced gangways, dense crowding and non-sturdy displays.

Reducing the risk of accidents: Risk assessments, store layout and display of stock, good housekeeping, staff training.

Reducing the risk of fire: Emergency exit signage, fire evacuation procedures and notices, fire extinguishers and instructions for use, fire wardens.

Using a fire extinguisher: PASS (P – pull the pin, A – aim at the base of the fire, S – squeeze the lever slowly, S – sweep from side to side), classes of materials (A – solids, B – flammable liquids, C – flammable gases, D – metals, E – electrical apparatus, F – oil and fat), extinguisher types – water (red), foam (cream), dry powder (blue) and CO₂ (black).

Safe manual handling/lifting: Procedures for lifting heavy and/or large loads.

Importance of cleanliness and hygiene: Maintain company reputation, customer and staff safety, prevent infection.

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

Causes of stock loss: Employee and customer theft, damaged goods, expired/ out of date stock.

Shop theft: Types (shoplifting, fraud, burglary, and smash and grab), when (time of day and time of year), where (shop floor, warehouse, and staff rooms).

Methods of payment: Cash, debit and credit cards, cheques, vouchers and gift cards.

Preventing loss when handling payments: Cash note checks, signature checks, identification checks, regularly securing cash, use of chip and pin.

Maintaining security: Security staff, CCTV, regular cash pick-ups.

Notes

Use this area for making notes and drawing diagrams



UV20360

Understanding the retail selling process

The purpose of this unit is to provide you with the knowledge and understanding of the retail selling process. It focuses on the techniques used for identifying and meeting the needs of customers, in retail businesses.

Level

2

Credit value

2

GLH

15

Observation(s)

0

External paper(s)

0

Understanding the retail selling process

Learning outcomes

On completion of this unit you will:

1. Understand the five steps of the selling model
2. Understand how questions are used to identify customer needs
3. Understand the benefits and uses of product knowledge
4. Understand how sales are closed

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

Knowledge



Outcome 1

Understand the five steps of the selling model

| You can: | Portfolio reference |
|--|---------------------|
| a. Outline the five steps of the selling model | |
| b. Explain why an effective rapport needs to be created with customers | |
| c. Explain the importance of effective questioning to the sales process | |
| d. Explain how linking benefits to product features helps to promote sales | |
| e. Explain why products must be matched to customer needs | |
| f. Explain the importance of closing the sale | |

Outcome 2

Understand how questions are used to identify customer needs

| You can: | Portfolio reference |
|--|---------------------|
| a. Define 'open' and 'closed' questions and state the purpose of each in the selling process | |
| b. Define what is meant by 'probing' questions and state the purpose of these in the selling process | |
| c. Identify questions which can be used to establish sales opportunities | |

Outcome 3

Understand the benefits and uses of product knowledge

| You can: | Portfolio reference |
|---|---------------------|
| a. Explain how comprehensive and up-to-date product knowledge can be used to promote sales | |
| b. Describe how the features and benefits of products can be identified and matched to customers' needs | |
| c. Describe a range of methods for keeping product knowledge up-to-date | |

Outcome 4

Understand how sales are closed

| You can: | Portfolio reference |
|--|---------------------|
| a. State what is meant by a 'buying signal' and describe the main buying signals the salesperson needs to look for | |
| b. Describe the main ways of closing sales | |

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Understand the five steps of the selling model

Five steps of the selling model:

Step 1 – Meeting and greeting/identifying needs.

Step 2 – Qualifying the customer's needs/presenting solutions.

Step 3 – Check progress/presentation or demonstration.

Step 4 – Overcoming objections.

Step 5 – Closing the sale.

Importance of effective rapport: Build trust and confidence, value of first impressions, relax both the customer and sales person, reduce customer anxieties, nervousness and confusion, customer feels comfortable in asking questions, increased opportunity and likelihood of sale, easier to close a sale, customer loyalty and repeat business.

Importance of effective questioning: Establish customer needs, match customer requirements with products/services, establishing customer budget, eliminate unsuitable products/services, determine product features, size and colour, to increase customer satisfaction.

Importance of linking benefits to product features: Meet individual customer needs, meet customer expectations, build customer confidence in the salespersons' ability, communicates the positives of a product.

Importance of matching products to customer needs:

Build customer trust and confidence, promote customer satisfaction and loyalty, reduce customer returns, overcome customer objections, increased opportunity to close sale, repeat business and loyalty if products are effectively matched.

Importance of closing the sale: Increased sales, turnover and profit, increased market share, meeting of sales targets, increased customer base, improved stock rotation, improved staff confidence.

Outcome 2: Understand how questions are used to identify customer needs

Open questions: Extended answer questions, used to build rapport through discussion, wealth of information provided, customer details several features/benefits that can be matched to products.

Closed questions: Typically 'yes', 'no' or single word answers, used to gain information on suitable product features, identify specific customer wants and needs and product specifics.

Probing questions: Used to establish specific requirements (product features and price range), clarifies customer likes, dislikes and needs, allows salesperson to recommend products, typically follows open questioning.

Questions to establish sales opportunities: When do you require the product? What else can you tell me about the product you desire? What is your price range? Will you be purchasing the product today?

Outcome 3: Understand the benefits and uses of product knowledge

Comprehensive and up-to-date product knowledge: Demonstrates confidence, competence and accuracy, ability to answer questions and build customer trust, provides a competitive edge over rival retailers, assists in overcoming objections, meets customer expectations, customer satisfaction, increased opportunities for closing sales.

Matching features and benefits of products to customers' needs: Use of open, closed and probing questions, product demonstration, benefits and features aligned with customer needs, product demonstrations and customer trials to clarify appropriateness of product.

Methods for maintaining product knowledge and currency: Internal/ external training events and courses, trade magazines, product manuals and specifications, marketing literature, dismantling and rebuilding products, testing and practical use of products, consumer tests, reports and reviews.

Outcome 4: Understand how sales are closed

Buying signals: Customer body language, customer returning to product, customer looking for assistance, customer nodding, trialling product, customer reading product information and leaflets, asking specific product questions, seeking approval from others, product handling.

Closing sales: Questioning the customer, overcoming resistance, offer accessories, discounted add-ons and incentives, reassurance in product and after sales service, returns policy.

Notes

Use this area for making notes and drawing diagrams



UV10351

Understanding the control, handling and replenishment of stock in a retail business

The purpose of this unit is to provide you with knowledge and understanding of stock control systems and the procedures for replenishing, moving, handling and storing stock within retail businesses.

Level

1

Credit value

2

GLH

11

Observation(s)

0

External paper(s)

0

Understanding the control, handling and replenishment of stock in a retail business

Learning outcomes

On completion of this unit you will:

1. Understand the principles of stock control
2. Understand how to move, handle and store stock
3. Understand procedures for replenishing stock

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

Knowledge



Outcome 1

Understand the principles of stock control

| You can: | Portfolio reference |
|--|---------------------|
| a. State the main purposes of stock control systems | |
| b. Describe the key features of a stock control system | |
| c. Identify the technology that can be used in stock control | |
| d. List the benefits of effective stock control | |

Outcome 2

Understand how to move, handle and store stock

| You can: | Portfolio reference |
|---|---------------------|
| a. Identify the different techniques and methods for moving stock including how it is kept secure | |
| b. Identify the different techniques and methods for handling stock including how it is kept secure | |
| c. Identify the different techniques and methods for storing stock including how it is kept secure | |
| d. State where and in what conditions different types of stock should be stored | |
| e. Identify procedures for dealing with the removal of waste | |
| f. State why it is important to follow procedures for dealing with the removal of waste | |

Outcome 3

Understand procedures for replenishing stock

| You can: | Portfolio reference |
|---|---------------------|
| a. Outline the procedures for replenishing stock on display | |
| b. State why accurate pricing and ticketing of stock is important | |

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Understand the principles of stock control

Purpose of stock control systems: Provide information on the amount of stock, condition of stock and rate of stock turn, guard against unsold stock.

Key features of a stock control system: Stocktaking, stock checking, stock calculations, identifying shortfalls, rotating stock, positioning of stock, highlighting unsellable stock.

Technology used in stock control: Electronic Point of Sale (EPOS), Electronic Transfer Point of Sale (ETPOS), Portable Data Capture Unit (PDCU), electronic production of reports, automated re-ordering system.

Benefits of effective stock control: Prevent over and under stocking, maximise stock turnover, increase profitability.

Outcome 2: Understand how to move, handle and store stock

Techniques and methods for moving stock: In line with manual handling procedures, equipment (trolleys, cages, fork- lifts, pallet trucks, electric hoists and lifts).

Keeping stock secure: Product tagging, CCTV, stock taking, security staff.

Techniques and methods for handling stock: In line with manual handling procedures and suppliers instructions, carrying and stacking, using equipment (e.g. trolleys, handling heavy/bulky items), protective equipment (e.g. gloves).

Techniques and methods for storing stock: Locked cages for high value stock, shelving and pallet storage, adhering to health and safety and organisational policies (e.g. maintaining gangways and keeping emergency exits clear).

Conditions for stock storage: Temperature, humidity, duration, sell-by dates, refrigeration/freezing, security, controlled access e.g. keys, passwords.

Procedures for removing waste: Health and safety and organisational procedures, use of appropriate equipment, removal of food and packaging, waste disposed in appropriate manner.

Importance of following procedures for dealing with the removal of waste: Staff and customer safety, health and safety legislation, reputation, reduce risk of fire, accidents and vermin.

Outcome 3: Understand procedures for replenishing stock

Procedures for replenishing stock on display: Stock rotation, use by dates, best before dates, compatibility of storing different types of stock, displaying older stock first.

Importance of accurate pricing and ticketing: Adherence to Trade Descriptions Act, avoid questions/complaints as customers aware of pricing, customers made aware of special offers and discounted goods.

Notes

Use this area for making notes and drawing diagrams



UV10352

Understanding how individuals and teams contribute to the effectiveness of a retail business

The purpose of this unit is to provide you with knowledge and understanding of how individuals and teams contribute to the effectiveness of retail businesses as well as introducing you to the main functions of employment law. The unit covers the effective characteristics of team building and the activities which can be used for improving the skills and performance of individuals.

Level

1

Credit value

2

GLH

15

Observation(s)

0

External paper(s)

0

Understanding how individuals and teams contribute to the effectiveness of a retail business

Learning outcomes

On completion of this unit you will:

1. Know the key employment rights and responsibilities of employees and the employer
2. Know the characteristics of effective team working in retail business
3. Understand a range of activities for improving own skills and performance

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

Knowledge



Outcome 1

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

| You can: | Portfolio reference |
|---|---------------------|
| a. State the purpose of a contract of employment | |
| b. List the main content typically included in a contract of employment | |
| c. Outline the actions which can be taken by the individual and the employer if either party fails to keep to the terms of the contract of employment | |
| d. Identify the legislation which protects individuals from harassment and discrimination | |

Outcome 2

Know the characteristics of effective team working in retail business

| You can: | Portfolio reference |
|---|---------------------|
| a. State the benefits to individual employees and to the retail business as a whole of working in teams | |
| b. Identify different roles and levels of responsibility within retail teams | |
| c. List the typical characteristics of effective and ineffective teams | |
| d. List different techniques for communicating effectively within a team | |

Outcome 3

Understand a range of activities for improving own skills and performance

| You can: | Portfolio reference |
|--|---------------------|
| a. State the benefits to the retail business of improving employees' skills and performance | |
| b. State why it is important for employees to identify own strengths and development needs | |
| c. List the different methods for reviewing and improving the performance and skills of individual employees | |

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

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

Purpose of a contract of employment: Protect employer and employee, documentation of roles, responsibilities and duties.

Content in a contract of employment: Job title, pay, probationary period, hours of work, holiday, sickness, location, notice required.

Actions: Employee (e.g. reporting to human resources and line manager), grievance procedures, court action and tribunals, employer (e.g. disciplinary action and dismissal).

Legislation protecting harassment and discrimination: Disability Discrimination Act, Sex Discrimination Act, Race Relations Act.

Outcome 2: Know the characteristics of effective team working in retail business

Benefits to employees: Job satisfaction and morale, reduced individual workload, collective responsibility, increased staff loyalty.

Benefits to the retail business: Greater efficiency, customer satisfaction, reduced complaints, increased customer loyalty, increased sales, increased repeat business, pleasant working environment.

Roles and levels of responsibility: Manager, assistant manager, supervisor, team leader, warehouse/stockroom staff, shelf-stackers and sales assistants.

Characteristics of effective teams: Good communication and team work ethic, supportive and considerate to other team members, highly motivated.

Characteristics of ineffective teams: Lack of motivation, lack of consideration for other team members, poor communication, unsupportive, conflict.

Techniques for communicating effectively: Written (use of intranet, email, handovers, minutes of meetings and notice boards), verbal (face to face conversation, briefings and team meetings).

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

Benefits to the retail business: Better trained staff and increased efficiency, increased staff motivation and morale, increased sales and profitability.

Importance of identifying own strengths and development needs: Maximising strengths for job role, increased motivation, potential for promotion and financial benefits.

Different methods for reviewing and improving performance and skills: Appraisal/review schemes, personal development plans/portfolio, training needs analysis, SMART goal setting.

Notes

Use this area for making notes and drawing diagrams


