

VTCT Level 2 Award in Retail Knowledge

Accreditation start date:	1 September 2009
Credit value:	9
Guided learning hours:	60
Total Qualification Time (TQT):	90
Qualification number:	500/6890/8

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				
UV20359				
UV20360				
Optional units	Please insert optional units achieved			

The qualification

Introduction

The VTCT Level 2 Award 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 an understanding of the business of retail, the retail selling process, maintaining health, safety and security, customer service, visual merchandising, retail consumer law, security and loss prevention, and how to work individually and in a team to improve the effectiveness of a retail business.

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 2 Award in Retail Knowledge provides progression opportunities to the following qualification:

- VTCT Level 2 Certificate in Retail Knowledge.

Qualification structure

Total credits required - 9 (minimum)

All mandatory units must be completed.

Mandatory units - 4 credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH
UV20359	A/502/5823	Understanding how a retail business maintains health and safety on its premises	2	15
UV20360	A/502/5806	Understanding the retail selling process	2	15

Optional units - 5 (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
UV20362	A/600/0656	Understanding visual merchandising for retail business	4	39
UV20363	K/502/5817	Understanding security and loss prevention in a retail business	2	15
UV20364	F/502/5810	Understanding the control, receipt and storage of stock in a retail business	2	17
UV20358	M/502/5821	Understanding customer service in the retail sector	3	22
UV20361	J/502/5789	Understanding how individuals and teams contribute to the effectiveness of a retail business	3	22

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)
UV20359	Understanding how a retail business maintains health and safety on its premises	0	-	✓
UV20360	Understanding the retail selling process	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	-	✓
UV20362	Understanding visual merchandising for retail business	0	-	✓
UV20363	Understanding security and loss prevention in a retail business	0	-	✓
UV20364	Understanding the control, receipt and storage of stock in a retail business	0	-	✓
UV20358	Understanding customer service in the retail sector	0	-	✓
UV20361	Understanding how individuals and teams contribute to the effectiveness of a retail business	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.

UV20359

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

The purpose of this unit is to provide you with the knowledge and understanding of the procedures required for maintaining health and safety on the premises of retail businesses. It also covers employers' and employees' responsibilities in terms of legislation and safe working practices.

Level

2

Credit value

2

GLH

15

Observation(s)

0

External paper(s)

0

Understanding how a retail business maintains health and safety 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 what actions to take in an emergency
3. Understand the employees' responsibilities in reporting hazards and accidents that typically occur on the premises of a retail business
4. Understand safe handling, storage and disposal
5. Understand safe working practices

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. Describe the main legal responsibilities of employees and employers in relation to the relevant health and safety legislation	
b. Describe the main responsibilities of employees and employers in relation to the Control Of Substances Hazardous to Health Regulations (COSHH)	

Outcome 2

Know what actions to take in an emergency

You can:	Portfolio reference
a. State when and how to raise an emergency alarm	
b. State the actions an employee should take in the event of: <ul style="list-style-type: none">• a fire• a bomb alert• an acute illness or accident	
c. State the main stages in an emergency evacuation procedure	

Outcome 3

Understand the employees' responsibilities in reporting hazards and accidents that typically occur on the premises of a retail business

You can:	Portfolio reference
a. Describe the hazards and associated risks typically found on the premises of a retail business	
b. Explain why it is important to notice and report hazards	
c. State when and to whom a personal accident should be reported	

Outcome 4

Understand safe handling, storage and disposal

You can:	Portfolio reference
a. Describe safe methods for lifting and carrying	
b. Describe methods for safely handling, removing and disposing of waste and rubbish	
c. Describe where and how to store dangerous substances and items	
d. State the importance and relevance in handling, storing and disposing of substances hazardous to health	

Outcome 5

Understand safe working practices

You can:	Portfolio reference
a. Describe the routine practices which employees need to follow to minimise health and safety risks at work	
b. Explain why equipment and materials should be used in line with the employer's and manufacturer's instructions	

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, reporting problems.

Outcome 2: Know what actions to take in an emergency

Raising an emergency alarm: Following company procedures, calling emergency services, procedures for raising alarm, who should raise the alarm.

Employee actions: Following company procedures, sounding the alarm, evacuating via escape routes, avoiding lifts, closing doors, proceeding to assembly points, contacting the emergency services, taking care of casualties, employee actions for fire, bomb alert and acute illness or accident.

Stages in an emergency evacuation procedure: Sound alarm, summon emergency services, evacuate through nearest exit, assembly points, await instructions from designated warden, register of personnel, report missing persons, await confirmation for re-entry.

Outcome 3: Understand the employees' responsibilities in reporting hazards and accidents that typically occur on the premises of a retail business

Risks and hazards:

Risks – trips, slips, falls, spills, burns and cuts.

Hazards – trip hazards i.e. cables, stock and uneven floors, wet floors, storage areas, use of tools and equipment, reduced gangways, dense crowding, machinery, stairs, blocked fire exits and non-sturdy displays.

Importance of noticing and reporting

hazards: Minimising the risk of accidents and injury, implement measures to deal with hazards, reducing or removing the hazard, legislative requirements, preventing recurrence of accidents and injury.

Accident reporting: In line with company procedures, immediate reporting of incidents, in line with RIDDOR, formally documenting all accidents and incidents, accident/incident report forms.

Outcome 4: Understand safe handling, storage and disposal

Safe methods for lifting and carrying:

Following company procedures and guidelines, reducing large loads, manual handling procedures, physical techniques (bent knees and straight back), preparing the environment prior to lifting, team approach, eliminating hazards, obstacles and obstructions.

Methods for safely handling, removing and disposing of waste: Protective clothing and safe handling techniques, adhering to signage, waste separation, hygiene and cleanliness procedures, waste types (food, packaging and chemicals).

Storing dangerous substances: Dangerous substances (flammable substances, toxic substances and chemicals and sharp objects), following health and safety guidance and procedures, personal protective equipment, labelling of goods, locked/closed cabinets, controlled access, legal requirements, packaging requirements.

Handling, storing and disposing of hazardous substances: Familiar with COSHH regulations, staff and customer safety, risks of incorrect handling, storage and disposal, personal protective equipment used, risk assessments undertaken.

Outcome 5: Understand safe working practices

Routine practices to minimise health and safety risks: Regular safety training, routine checks, risk assessment, safety management systems, familiarity of procedures, familiarity with the Health and Safety at Work Act, signage, reporting of accidents and incidents, staff communication and updates.

Using equipment and materials in line with the employer's and manufacturer's instructions: To ensure safe usage and reduce risk, to prevent accident and injury, legal obligations of employers, safer working practices, reduce insurance costs and premiums.

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


