

Unit Title: Understanding the retail selling process
Level: 2
Credit value: 2
Guided learning hours: 15
Unit expiry date: 31.12.16

Unit purpose and aim

The purpose of this unit is to provide learners 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.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
1. Understand the five steps of the selling model	1.1 Outline the five steps of the selling model 1.2 Explain why an effective rapport needs to be created with customers 1.3 Explain the importance of effective questioning to the sales process 1.4 Explain how linking benefits to product features helps to promote sales 1.5 Explain why products must be matched to customers' needs 1.6 Explain the importance of closing the sale	1.1 Candidates will need to know the 5 steps of the selling process 1.2 For example, this may include: <ul style="list-style-type: none"> • Building trust and confidence • Putting customer and sales person at ease • Helping overcome negative customer behaviour: nervousness; aggression; confusion 1.3 For example, this may include: <ul style="list-style-type: none"> • Establishing customer needs • Matching requirements to products • Establishing budget • To match features and benefits • To increase customer satisfaction 1.4 For example, this may include: <ul style="list-style-type: none"> • Meets individual needs • Meets customer expectations

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		<ul style="list-style-type: none"> • Builds confidence in the salesperson's ability • Clearly communicates the positives <p>1.5 For example, this may include:</p> <ul style="list-style-type: none"> • Building customer confidence and trust • Promoting customer satisfaction and loyalty • Preventing customer dissatisfaction; overcoming customer objections • Helping close the sale <p>1.6 For example, this may include:</p> <ul style="list-style-type: none"> • Completing the transaction • Profitability of business; sales targets • Increasing customer base
<p>2. Understand how questions are used to identify customers' needs</p>	<p>2.1 Define 'open' and 'closed' questions and state the purpose of each in the selling process</p> <p>2.2 Define what is meant by 'probing' questions and state the purpose of these in the selling process</p> <p>2.3 Identify questions which can be used to establish sales opportunities</p>	<p>2.1 Candidates will be expected to recognise each type of question, and its main characteristics</p> <p>2.2 Candidates will be expected to recognise a probing question, and its main characteristics</p> <p>2.3 Candidates will be expected to recognise 'sales lead' questions, how these are best used and the benefits of differing question types</p>
<p>3. Understand the benefits and uses of product knowledge</p>	<p>3.1 Explain how comprehensive and up-to-date product knowledge can be used to promote sales</p> <p>3.2 Describe how the features and benefits of products can be identified and matched to customers' needs</p> <p>3.3 Describe a range of methods for keeping product knowledge up-to-date</p>	<p>3.1 For example, this may include:</p> <ul style="list-style-type: none"> • Builds confidence, shows competence and accuracy • Provision of specialist knowledge and a competitive edge • Strengthens communication skills • Assists in overcoming objections <p>3.2 Candidates will be expected to know the difference between a feature and a benefit, and the characteristics of each</p>

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		3.3 For example, this may include: <ul style="list-style-type: none"> • Reading instructions/marketing literature/trade magazines • Dismantling and re-building products • Attending training sessions/role play/sales reps • Testing new products/practical use
4. Understand how sales are closed	4.1 State what is meant by a 'buying signal' and describe the main buying signals the salesperson needs to look for 4.2 Describe the main ways of closing sales	4.1 For example, this may include: <ul style="list-style-type: none"> • Reading/asking about product information, availability and price • Return to a product • Looking for help • Language and body language used 4.2 Candidates will be expected to recognise types of closes, for example direct or indirect closes This may also include: <ul style="list-style-type: none"> • Questioning techniques • Body language • Overcoming resistance

Assessment and evidence requirements

There are **two** assessment routes available to candidates and centres can use both routes within the Level 2 qualification. Candidates can achieve the full award/certificate via on-screen multiple-choice tests **and/or** can provide evidence of their knowledge and skills, collated in an evidence booklet or a portfolio. The evidence is internally assessed and externally moderated. Centres must select the most appropriate assessment route for the candidate.

E-assessment:

The on-screen test for this unit will be 30 minutes in length and consist of 20 questions. Results will be graded pass or fail.

Each test will consist of multiple-choice questions which will test candidates' knowledge and understanding across the learning outcomes and associated assessment criteria. Candidates will be required to have knowledge and understanding of all assessment criteria within the unit, as all assessment criteria will be covered within any one test.

A number of multiple-choice question types may be used. These could include: closed questions; statements for completion; multiple response questions; true/false questions or ordering questions (including a maximum of 4 steps).

In order to deliver the on-screen test for this unit, centres will need to meet minimum hardware requirements as specified in the Surpass System Requirements. This document is available from the [e-assessment area](#) of our website.

For further information on the e-assessment route please refer to the centre handbook which is available on our [website](#).

Postal moderation:

Evidence booklets must be completed by the candidate under supervised conditions. The candidate's responses and evidence in the booklet must be internally assessed by centre staff (e.g. teachers/tutors, assessors) before being submitted to OCR for external moderation. Results will be graded pass or fail.

We have created OCR Candidate Evidence Booklets for each unit which are available to download from the qualification page of our [website](#).

Centres are permitted to devise their own evidence booklets. If they choose to devise their own evidence booklets they must, however, also use the OCR Evidence Checklists.

For further information on the postally moderated route please refer to the centre handbook which is available on our [website](#).