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Bord Oideachais agus
Oiliúna Chorcaí

*Cork Education and
Training Board*

Cork Education and Training Board

Programme Module for

Retail Sales Techniques

leading to

Level 4 FETAC

Retail Sales Techniques 4N1183

Cork Education and Training Board

Introduction

This programme module may be delivered as a standalone module leading to certification in a FETAC minor award. It may also be delivered as part of an overall validated programme leading to a Level 4 FETAC Certificate.

The teacher/tutor should familiarise themselves with the information contained in the Cork Education and Training Board's programme descriptor for the relevant validated programme prior to delivering this programme module.

The programme module is structured as follows:

1. Title of Programme Module
2. FETAC Component Title and Code
3. Duration in hours
4. Credit Value of FETAC Component
5. Status
6. Special Requirements
7. Aim of the Programme Module
8. Objectives of the Programme Module
9. Learning Outcomes
10. Indicative Content
11. Assessment <ul style="list-style-type: none">a. Assessment Technique(s)b. Mapping of Learning Outcomes to Assessment Technique(s)c. Guidelines for Assessment Activities
12. Grading
13. Learner Marking Sheet(s), including Assessment Criteria

Integrated Delivery and Assessment

The teacher/tutor is encouraged to integrate the delivery of content where an overlap between content of this programme module and one or more other programme modules is identified. This programme module will facilitate the learner to develop language, literacy and numeracy skills relevant to the themes and content of the module.

Likewise the teacher/tutor is encouraged to integrate assessment where there is an opportunity to facilitate a learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module. The integration of the delivery and assessment of level 4 Communications and level 4 Mathematics modules with that of other level 4 modules is specifically encouraged.

Structured communication and teamwork is encouraged between the teacher/tutor delivering this programme module and the language, literacy, numeracy and learning support teacher/tutor, as appropriate, to facilitate the learner in completing the programme module and achieving certification in the award.

Indicative Content

The indicative content in Section 10 does not cover all teaching possibilities. The teacher/tutor is encouraged to be creative in devising and implementing other approaches, as appropriate. The use of examples is there to provide suggestions. The teacher/tutor is free to use other examples, as appropriate. The indicative content ensures all learning outcomes are addressed but it may not follow the same sequence as that in which the learning outcomes are listed in Section 9. It is the teacher's/tutor's responsibility to ensure that all learning outcomes are included in the delivery of this programme module.

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1. Title of Programme Module Retail Sales Techniques
2. Component Name and Code Retail Sales Techniques 4N1183
3. Duration in Hours 100 Hours (typical learner effort, to include both directed and self directed learning)
4. Credit Value 10 Credits
5. Status This programme module is mandatory for the Retail Skills major award (4M1998).
6. Special Requirements None
7. Aim of the Programme Module This programme module aims to equip the learner with the knowledge, skill and competence to operate effectively in a retail selling environment.
8. Objectives of the Programme Module <ul style="list-style-type: none">• To create an awareness of the key principles and key terminology in a customer care and retailing environment• To enable the learner to outline legal responsibilities and entitlements of staff and customers in a retail environment• To provide the learner with a forum to be able to differentiate between products and services provided by the retail sector and be aware of the benefits of an effective after sales service policy• To assist the learner to be aware of learning methods to improve knowledge of products and services in a retail environment and be aware of health and safety procedures that apply• To develop good communication skills so that the learner can communicate and facilitate customer's sales successfully and effectively so that a match is made between customer and customer needs.• To assist the learner to develop the language, literacy and numeracy skills related to retail skills through the medium of the module themes and content• To enable the learner to take responsibility for his/her own learning.

9. Learning Outcomes of Level 4 Retail Sales Techniques 4N1183

Learners will be able to:

- 1 Explain the key principles of the retail environment in relation to customer care and retail selling
- 2 Explain key terminology and practices utilised in retail selling to include related sales, up selling, after sales service, customer services and unique selling points
- 3 Outline the legal responsibilities and entitlements of staff and customers in relation to a retail environment
- 4 Differentiate between a range of products and services provided by the retail sector
- 5 Describe the key benefits of an effective after sales services policy in relation to the creation of new business
- 6 Describe a range of specific product characteristics to include features, benefits and advantages
- 7 Explain a range of learning methods aimed at improving knowledge in relation to products and retail services
- 8 Outline the benefits of establishing a customer profile
- 9 Outline a range of procedures aimed at improving health and safety in the retail environment
- 10 Employ a range of communication techniques aimed at assessing customer needs to include open and closed questions, product descriptions
- 11 Demonstrate a range of communication skills to present products and deal with customer complaints
- 12 Identify key opportunities to open and close a sale while operating in a retail environment
- 13 Demonstrate an ability to match products and services to customers needs
- 14 Employ customer relation skills to identify the characteristics and requirements of a range of customer profiles
- 15 Demonstrate the application of appropriate interpersonal skills and attitudes when differentiating between a range of customer's needs, in a retail setting.

10. Indicative Content

This section provides suggestions for programme content but is not intended to be prescriptive. The programme module can be delivered through classroom based learning activities, group discussions, one-to-one tutorials, field trips, case studies, role play and other suitable activities, as appropriate.

The purpose of this award is to equip the learner with the knowledge, skill and competence to operate effectively in a retail selling environment. Retail Selling requires both understanding of the customer and the ability to communicate effectively with a diverse range of individuals with different requirements so a substantial level of practice – including work experience where possible - is beneficial to the learner throughout this module.

Section 1 : Key principles and Terminology in Retail Selling

Facilitate the learner to develop an awareness of the key principles and key terminology in a customer care and retailing environment to include

- Customer
- Store Assistant
- Returns
- Faulty Goods
- Sale or Return
- Consumable Item
- Receipt
- Shoplifting
- Footfall
- Average Transaction Value
- Stock Loss
- Repeat Sales
- Merchandising
- End of Line
- Batch Products
- Sale of Goods Act
- Statutory Rights
- Guarantee
- Warranty
- Store Standards
- Product Groups
- Store Hygiene

Facilitate the learner to explain key terminology and practices utilised in retail selling to include related sales, up selling, after sales service, customer services and unique selling points

- Greeting the customer
- Approaching the customer
- Identifying customer needs
- Overcoming Objections
- Closing the Sale
- Add on Sales
- Up- Selling

<ul style="list-style-type: none">○ The Finishing Touch○ After Sales Service○ Customer Services○ Unique Selling Point
Section 2 Retail Legislation
<p>Facilitate the learner to outline the legal responsibilities and entitlements of staff and customers in relation to a retail environment to include</p> <ul style="list-style-type: none">○ Consumer Protection Act 2007○ Employment Permits Act 2006○ Employers (Provision of Information and Consultation) Act 2006○ Safety, Health and Welfare at Work Act 2005○ Maternity Protection (Amendment) Act 2004○ Equality Act 2004○ Protection of Employees (Fixed Term Work) Act 2003○ Organisation of Working Time (Records) 2001○ Protection of Employees (Part-Time Work) Act 2001○ Carers Leave Act 2001○ National Minimum Wage Act 2000○ Employment Equality Act 1998○ Parental Leave Act 1998○ Organisation of Working Time Act 1997○ Protection of Young Persons (Employment) Act 1996○ Adoptive Leave Act 1995○ Maternity Protection Act 1994○ Unfair Dismissals Act 1993○ Consumer Information Act 1978○ Sale of Goods and Supply of Services Act 1980○ Data Protection Act 1988○ The Liability for Defective Products Act 1991○ The Consumer Credit Act 1995
Section 3:Retail Products and Services
<p>Facilitate the learner to differentiate between a range of products and services provided by the retail sector to include</p> <ul style="list-style-type: none">○ Groceries○ Electrical○ Drapery○ Women's Clothing○ Men's Clothing○ Children's Clothing○ Footwear○ DIY○ Hardware○ Household○ Fashion○ Books○ Confectionery

- Car Showrooms

Facilitate the learner to describe the key benefits of an effective after sales services policy in relation to the creation of new business to include

- Customer Service Satisfaction
- Repeat Custom
- Opportunity to resolve difficulties quickly and efficiently
- Reputation for being customer focused
- Convenience of specific after sales staff to look after customers

Facilitate the learner to describe a range of specific product characteristics to include features, benefits and advantages looking at the following areas

- Packing
- Shelf Life
- Sell by dates
- Guarantee
- Warranty
- Intangible Elements of Products
- Tangible Elements of Products
- Branding
- Complementary products
- Target Market
- Pricing

Section 4:Knowing your product and Customer

Facilitate the learner to explain a range of learning methods aimed at improving knowledge in relation to products and retail services to include

- On the job learning
- Buddy system Learning
- Manufacturer on the job training
- E-learning modules
- Certified Training
- Self guided learning
- In-house training

Facilitate the learner to outline the benefits of establishing a customer profile to include

- Understanding Untapped Market Potential
- Improved Targeted Marketing
- Choosing Better Sites for Advertising
- Better Communication
- Greater Opportunities
- Reduces Competition
- Increased Profit
- Bringing in More Customers

Section 5: Health and Safety

Facilitate the learner to outline a range of procedures aimed at improving health and safety in the retail environment to include

- Accident Policy
- Accident and Awareness Meetings
- Posters and Displays
- Safety Signs
- Staff Training
- Hazard Awareness Training
- Equipment Training
- Accident Prevention Training
- Manual Handling Training
- First Aid Training
- Regular Equipment Maintenance

Section 6: Selling Skills

Facilitate the learner to employ a range of communication techniques aimed at assessing customer needs to include open and closed questions, product descriptions to include

- Sales scripts model (Approach, demonstration, proposition, close)
- Product/Service pushing through personality, persistence and price
- Problem solving sales model
- Value add sales model
- Team selling model

Facilitate the learner to demonstrate a range of communication skills to present products and deal with customer complaints to include

- Presentations
- Demonstrations
- Assertive Communication
- Showing empathy
- Reflection
- Clarification
- Explanation skills

Facilitate the learner to identify key opportunities to open and close a sale while operating in a retail environment to include

- Identifying buying body language and signals
- Making Contact
- Knowing your product and services.
- Checking for signs of rapport.
- Building a relationship
- Identifying the customer needs
- Matching customer needs with store products and capabilities
- Asking for the order
- Processes to deliver or complete the order

Facilitate the learner to demonstrate an ability to match products and services to customers needs to include focus on

- Identifying customer wants/requirements
- Identifying customer price range
- Identification of customer reason for products and services
- Communicating product ranges available to match customer requirements
- Communicating benefits of products/services available to the customer
- Advising customer on need to know information about products
- Cautionary information where unsuitable products or services are required
- Re-affirmation of customer personal preferences where variety is available

Section 7: Identification of individual customer needs

Facilitate the learner to employ customer relation skills to identify the characteristics and requirements of a range of customer profiles to include

- Asking open ended questions
- Asking closed questions
- Problem Recognition
- Information search
- Evaluation of Alternatives
- Purchase decision
- Purchase
- Post-Purchase Evaluation

11. Assessment**11a. Assessment Techniques**

Portfolio /Collection of Work	70%
Skills Demonstration	30%

11b. Mapping of Learning Outcomes to Assessment Techniques

In order to ensure that the learner is facilitated to demonstrate the achievement of all learning outcomes from the component specification; each learning outcome is mapped to an assessment technique(s). This mapping should not restrict an assessor from taking an integrated approach to assessment.

Learning Outcome	Assessment Technique
1. Explain the key principles of the retail environment in relation to customer care and retail selling	Portfolio /Collection of Work
2. Explain key terminology and practices utilised in retail selling to include related sales, up selling, after sales service, customer services and unique selling points	Portfolio /Collection of Work
3. Outline the legal responsibilities and entitlements of staff and customers in relation to a retail environment	Portfolio /Collection of Work
4. Differentiate between a range of products and services provided by the retail sector	Portfolio /Collection of Work
5. Describe the key benefits of an effective after sales services policy in relation to the creation of new business	Portfolio /Collection of Work
6. Describe a range of specific product characteristics to include features, benefits and advantages	Portfolio /Collection of Work
7. Explain a range of learning methods aimed at improving knowledge in relation to products and retail services	Portfolio /Collection of Work
8. Outline the benefits of establishing a customer profile	Portfolio /Collection of Work
9. Outline a range of procedures aimed at improving health and safety in the retail environment	Portfolio /Collection of Work
10. Employ a range of communication techniques aimed at assessing customer needs to include open and closed questions, product descriptions	Skills Demonstration
11. Demonstrate a range of communication skills to present products and deal with customer complaints	Skills Demonstration
12. Identify key opportunities to open and close a sale while operating in a retail environment	Skills Demonstration and

		Collection of Work
13	Demonstrate an ability to match products and services to customers needs	Skills Demonstration
14	Employ customer relation skills to Identify the characteristics and requirements of a range of customer profiles	Skills Demonstration
15	Demonstrate the application of appropriate interpersonal skills and attitudes when differentiating between a range of customer's needs, in a retail setting.	Skills Demonstration

11c. Guidelines for Assessment Activities

The assessor is required to devise assessment briefs and marking schemes for the portfolio/collection of work and skills demonstration. In devising the assessment briefs, care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of ALL the learning outcomes. Assessment briefs may be designed to allow the learner to make use of a wide range of media in presenting assessment evidence, as appropriate. Quality assured procedures must be in place to ensure the reliability of learner evidence.

Portfolio/Collection of Work	70%
A portfolio or Collection of Work should be completed by the end of the guided learning time allocated to the programme	
<p>The learner will compile a collection of work to include evidence that demonstrates the following</p> <p>Evidence of an awareness of terminology and practises utilised in retail Selling to include:</p> <ul style="list-style-type: none"> • A documented study of a retail organisation of choice which will include the key principles and key terminology in a customer care and retailing environment • A documented account of practices utilised in retail selling to include related sales, up selling, after sales service, customer services and unique selling points <p>Evidence of an awareness of retail legislation</p> <ul style="list-style-type: none"> • A summary of retail legislation with brief explanations of purpose of the various acts. <p>Evidence of ability to differentiate between a range of products and services</p> <ul style="list-style-type: none"> • An audit of a retailer of choice with listings of retail products and services provided by that retailer • A list of key benefits of an effective after sales policy • An exploration on a range of specific product characteristics <p>Evidence of knowledge of training methods and customer profiling</p> <ul style="list-style-type: none"> • An identification of various learning methods at improving knowledge of products and services • A list of benefits of establishing a customer profile <p>Evidence of knowledge of health and safety</p> <ul style="list-style-type: none"> • An audit on a range of procedures aimed at improving health and safety in the retail environment 	

Skills Demonstration	30%
The skills demonstration will be completed in 2 sessions of 1 hour maximum each session	
<p>The learner will complete a skills demonstration requiring him/her to complete the following tasks:</p> <p>1: Selling Skills</p> <ul style="list-style-type: none"> • Demonstrate assessing customer needs to include open and closed questions, product descriptions • Demonstrate a range of communication skills to present products and deal with customer complaints • Identify key opportunities to open and close a sale while operating in a retail environment • Demonstrate an ability to match products and services to customers needs <p>2: Identification of individual customer needs</p> <ul style="list-style-type: none"> • Demonstrate ability to employ customer relation skills to Identify the characteristics and requirements of a range of customer profiles 	

12. Grading

Distinction: 80% - 100%

Merit: 65% - 79%

Pass: 50% - 64%

Unsuccessful: 0% - 49%

At levels 4, 5 and 6 major and minor awards will be graded. The grade achieved for the major award will be determined by the grades achieved in the minor awards.

Retail Sales Techniques 4N1183	Learner Marking Sheet Portfolio/Collection of Work 70%
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Learner's Name: _____

Learner's PPSN: _____

Assessment Criteria	Maximum Mark	Learner Mark
Evidence of an awareness of terminology and practises utilised in retail Selling to include: <ul style="list-style-type: none"> • A documented study of a retail organisation of choice which will include the key principles and key terminology in a customer care and retailing environment • A documented account of practices utilised in retail selling to include related sales, up selling, after sales service, customer services and unique selling points 	25	
Evidence of an awareness of retail legislation <ul style="list-style-type: none"> • A summary of retail legislation with brief explanations of purpose of the various acts. 	10	
Evidence of ability to differentiate between a range of products and services <ul style="list-style-type: none"> • An audit of a retailer of choice with listings of retail products and services provided by that retailer • A list of key benefits of an effective after sales policy • An exploration on a range of specific product characteristics 	15	
Evidence of knowledge of training methods and customer profiling <ul style="list-style-type: none"> • An identification of various learning methods at improving knowledge of products and services • A list of benefits of establishing a customer profile 	10	
Evidence of knowledge of health and safety <ul style="list-style-type: none"> • An audit on a range of procedures aimed at improving health and safety in the retail environment 	10	
Total Mark	70	

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____

Retail Sales Techniques 4N1183	Learner Marking Sheet Skills Demonstration 30%
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Learner's Name: _____

Learner's PPSN: _____

Assessment Criteria	Maximum Mark	Learner Mark
1: Selling Skills <ul style="list-style-type: none"> • Demonstrate assessing customer needs to include open and closed questions, product descriptions • Demonstrate a range of communication skills to present products and deal with customer complaints • Identify key opportunities to open and close a sale while operating in a retail environment • Demonstrate an ability to match products and services to customers needs 	20	
2: Identification of individual customer needs <ul style="list-style-type: none"> • Demonstrate ability to employ customer relation skills to Identify the characteristics and requirements of a range of customer profiles 	10	
Total Mark	30	

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____