



National Unit Specification: general information

UNIT Selling Skills (SCQF level 5)

CODE F3PJ 11

SUMMARY

This Unit may be delivered as a stand-alone Unit or as part of a recognised Group Award. Candidates studying this Unit will develop knowledge and understanding relating to a sales environment along with skills and techniques which will aid them in successfully completing sales transactions.

The specific aims of the Unit are to develop:

- ◆ knowledge and understanding of the role of selling within an organisation
- ◆ the ability to recognise and address customer needs within a sales environment
- ◆ skills in relation to the sales process and handling of after sales service

OUTCOMES

- 1 Describe the importance of a sales person to an organisation.
- 2 Describe the processes involved in making a sale
- 3 Address the needs of customers in a sales environment.
4. Complete the sales transaction while recognising the need for after sales service.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Skills for Customer Care (SCQF level 4) or
- ◆ Selling Skills (SCQF level 4)

Administrative Information

Superclass: BE

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National Unit Specification: general information (cont)

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CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in the *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Selling Skills (SCQF level 5)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Describe the importance of a sales person to the success of an organisation.

Performance Criteria

- (a) Explain the importance of selling within an organisation.
- (b) Describe the role of a sales person within an organisation.
- (c) List accurately the qualities required of a sales person.
- (d) Explain the relationship between good customer relations and a successful sales person.

OUTCOME 2

Describe the processes involved in making a sale.

Performance Criteria

- (a) Describe the stages of the selling process correctly.
- (b) Describe methods of opening a sale correctly.
- (c) Identify customer buying motives accurately.
- (d) Identify sources of product knowledge relevant to a given situation.
- (e) Describe the difference between features and benefits.
- (f) Identify potential opportunities to increase sales.
- (g) Outline potential methods of payment.

OUTCOME 3

Address the needs of customers in a sales environment.

Performance Criteria

- (a) Demonstrate qualities required by the sales person.
- (b) Establish customer needs by listening, observing and questioning in a polite and appropriate manner.
- (c) Select products or services to meet the needs of customers.
- (d) Describe in an appropriate manner the features and benefits of these products or services.
- (e) Identify opportunities to increase sales relevant to customer needs.
- (f) Use effective verbal and non verbal communication skills effectively throughout the process.

National Unit Specification: statement of standards (cont)

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OUTCOME 4

Complete the sales transaction while recognising the importance of after sales service.

Performance Criteria

- (a) Use closing techniques to close the sale being mindful of customer satisfaction.
- (b) Establish how customer wishes to pay for the product or service.
- (c) Conclude the transaction following appropriate security measures.
- (d) Provide after sales service appropriate to customer needs.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written/or oral evidence is required in relation to Outcomes 1 and 2 which demonstrates that candidates have achieved both Outcomes and Performance Criteria. Performance evidence is required for Outcomes 3 and 4 covering both Outcomes and Performance Criteria.

Outcomes 1 and 2

Evidence for these Outcomes should be gathered on a single assessment occasion, under closed-book, supervised conditions. The assessment should be completed within a time limit of no more than 1 hour. Alternatively Outcomes 1 and 2 may be assessed using two separate assessment opportunities, one covering Outcome 1, the other covering Outcome 2. Questions should cover all Performance Criteria and should be completed under closed-book, supervised conditions with time allocated split to reflect Outcome content giving 20 minutes for Outcome 1 and 40 minutes for Outcome 2.

Outcomes 3 and 4

Candidates will be required to demonstrate, by practical activity, on a minimum of two occasions that they are able to:

- ◆ present a well groomed image appropriate to the organisation type portrayed
- ◆ demonstrate a welcoming manner
- ◆ speak clearly and courteously
- ◆ listen carefully to the customer's requirements
- ◆ use positive facial expressions and body language
- ◆ ask appropriate questions to establish customer needs
- ◆ accurately select one product or one service to meet the customer's needs
- ◆ accurately describe the product or service to the customer
- ◆ demonstrate two methods of closing a sale
- ◆ follow correct procedures for two different methods of payment
- ◆ follow correct security procedures in the sales process
- ◆ provide after sales service appropriate to the situation

Each occasion should involve a different customer type and method of payment.

National Unit Specification: statement of standards (cont)

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Each occasion should involve a different customer type and method of payment.

Outcomes 3 and 4 will be assessed through observation of the candidate in different selling situations in real or simulated practical scenarios or through role play with the candidate taking on the role of the sales person. On each occasion the candidate needs to demonstrate successfully identifying and meeting the needs of the customer and closing the sales transaction. Appropriate after sales service should be discussed/offered by the sales person.

Observation checklists must be completed by the assessor. If necessary, questioning may be used to supplement performance evidence if this does not fully cover the requirements of the Outcomes.

The assessment Support Pack for this Unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

National Unit Specification: support notes

UNIT Selling Skills (SCQF level 5)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Candidates should understand the relationship between effective selling and the organisation in terms of generating additional income which then allows organisations to develop further. The importance of the sales person to that process should be discussed impressing to candidates that the sales person is the interface with the customer and therefore has a key role to play. Appearance, personal hygiene, and professionalism should all be explored.

The need for effective communication skills should be worked through with candidates, using practical situations as examples to demonstrate the effect of active listening, how tone of voice, appropriate language (including body language), warmth and sincerity make a difference to customer actions.

Time should be taken to consider the negative effects of ‘hard’ selling compared to the positive effects of ‘soft’ selling. The importance of product knowledge and knowledge of associated products and services in terms of achieving successful sales should be emphasised. Candidates should recognise the varying levels of after sales service that companies might have and be aware of how good after sale service can have a positive effect for future business.

The candidates should be able to establish customer needs, present customers with appropriate choices, discuss features and benefits of the product or service, handle objections and be able to successfully close the sale. Where possible, opportunities should be made available for candidates to participate in exercises which will allow them to practice these techniques.

Candidates should know and understand the different methods of payments which are appropriate to different situations. Security procedures and checks appropriate to individual methods of payment should be discussed.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The learning and teaching approaches for the Unit should allow the candidate to achieve the Outcomes in a candidate centred, participative manner. The Unit should provide underpinning knowledge relating to a sales environment while offering candidates the opportunity to develop practical skills that will be of value when seeking employment.

If the opportunity arises candidates may be able to gain experience in a real working environment and could be assessed in that situation. If this is not realistic, a simulated environment may be used.

Where possible tutor input should be supplemented by either workplace visits or visiting speakers. Multi-media input, group discussions and practical exercises should be used as appropriate to the individual situation. Opportunities for consolidation and reflection on learning should be built in to delivery.

National Unit Specification: support notes

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit, candidates will carry out practical activities that involve interacting with customers. There are good opportunities for developing *Communication* and *Problem Solving* skills.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

If delivered as part of a Group Award the assessment should be contextualised to ensure relevance.

Assessment should take place at an appropriate time during delivery of the Unit.

Outcome 1 and 2 could be assessed by short-answer questions and /or restricted response questions.

The practical assessment for this Unit could take place in a selling environment and effort should be made to make the situation as real as possible. It may be possible to link this assessment to work experience which the candidate carries out as part of the programme of study. Alternatively, a role play situation could be used. If necessary, questioning may be used to supplement performance evidence if this does not fully cover the requirements of the Outcomes.

Candidates should be allowed the opportunity to remediate work. For the assessment of Outcomes 1 and 2 candidates requiring the opportunity to remediate should only attempt questions which were incorrectly answered.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).