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**RETAIL SALES ADVISOR**

**Aligned with Curriculum 522301001**

**LEARNER ORIENTATION GUIDE**

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| 1 Purpose of this orientation guide |

This orientation guide serves to inform learners about the learning programme, learner support and the assessment process.

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| 2 The Retail Sales Advisor |

A Sales Advisor/Assistant sells goods and services such as fast-moving consumer goods (FMCG), clothing, furniture and specialty merchandise in a retail or wholesale environment.

## Alternative titles used by industry

* Clothing Sales Assistant
* Cosmetic Sales Assistant
* Counterhand
* Hardware Sales Assistant
* Retail Assistant
* Salesperson / Consultant
* Shop Assistant
* Supermarket Assistant / Worker
* Swimming Pool Salesperson
* Telephone Salesperson
* Sales Advisor
* Sales Attendant
* Sales Associate

## Occupational tasks

* Attend to different types of customers and resolve queries. (NQF Level 2)
* Provide customer service and build customer relationships. (NQF Level 3)
* Sell products in a full-service retail and wholesale sales environment. (NQF Level 3)

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| **Attend to different types of customers and resolve queries (NQF level 2)** | |
| Unique product or service | Attended customers and resolved queries. |
| Occupational responsibilities | Interact with different types of customers and present a positive image.  Handle customer queries and complaints. |
| Occupational contexts | Processes and procedures for attending to different types of customers, handling customer queries and communicating with customers. |

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| **Provide customer service and build customer relationships (NQF level 3)** | |
| Unique product or service | Optimised customer relationships. |
| Occupational responsibilities | Provide customer service and build customer relationships. |
| Occupational contexts | Processes and procedures for providing customer service |

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| **Sell products in a full-service retail and wholesale sales environment (NQF level 3)** | |
| Unique product or service | Sales targets met or exceeded. |
| Occupational responsibilities | Sell products to customers using the sales cycle.  Use advanced selling techniques. |
| Occupational contexts | Processes and procedures for selling products to customers using the sales cycle and advanced selling techniques in a full -service wholesale or retail sales environment. |

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| 3 Purpose of this qualification |

The ***purpose*** of this qualification is to prepare a learner to operate as a Retail Sales Advisor.

A Retail Sales Advisor sells goods and services such as Fast Moving Consumer Goods (FMCG), clothing, furniture, and speciality merchandise in a retail or wholesale environment.

A qualified learner will be able to:

* Attend to different types of customers and resolve queries.
* Provide customer service and build customer relationships.
* Sell products in a full-service retail and wholesale sales environment.

***Rationale:***

In the Wholesale and Retail sector, the position of a Sales Assistant is critical to the functioning of the business, as money coming into the business comes through sales. The Sales Assistant also builds relationships with customers, encouraging future sales and referrals.

More specifically, there are two roles that are relevant to this occupational code within the Wholesale and Retail sector. The first is a Sales Assistant, who interacts with customers, responds to queries and provides customer service in both a partial and a full-service retail environment. The second is a Retail Sales Advisor, who actively leads customers through the sales cycle and guides them to make the buying decision for products that meet their needs in addition to interacting with them and providing customer service.

There is therefore a great necessity for a qualification that develops the skills and knowledge needed by not only addresses the skill needs of the Sales Assistant, but one that a Sales Assistant seeking to progress to a position of a retail Sales Advisor.

The industry is in need of qualified people to fill these roles. Accordingly, the qualification is vital as is evident by the large number of Sales Assistants and Retail Sales Advisors employed in the industry. The National Certificate in Wholesale and Retail Operations (NQF Level 3) which this qualification provided individuals in the sales assistant position with a broad view of the occupation and did not specifically cater for a Sales Assistant or a Retail Sales Advisor.

The Wholesale and Retail sector has identified the Sales Assistant (Retail Sales Advisor) qualification as one which is critical for the development of the Retail and wholesale sectors. This has been supported by a variety of stakeholders from all regions through their participation in monthly stakeholder forums.

Those who can benefit from this qualification include a Sales Assistant in a retail or wholesale store and a Retail Sales Advisor in a full-service retail store. This qualification will not only benefit the learners completing it, but also society and the economy as wholesale and retail businesses will be able to function more effectively with trained staff members. Staff will be developed who have the knowledge, skills and work experience to sell the products to customers that meet their buying needs, to reduce unnecessary returns, that is returns which incur losses to the business whilst also promoting service excellence.

Sales mean income to a wholesale or retail business. Skilled employees who are able to increase this income generation and improve the image of the business will be able to contribute to the profitability of these businesses. This qualification will also help to reduce the unemployment levels in the South African job market as more qualified Sales Assistants and Retail Sales Advisors will be qualified.

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| 4 Learning assumed to be in place and recognition of prior learning |

***Recognition of Prior Learning (RPL):***

RPL for access to the external integrated summative assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result or certifying a work experience record.

RPL for access to the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

***Entry Requirements:*** NQF Level 1 with Mathematics and Communication

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| 5 Curriculum |

The programme is based on QCTO Curriculum Code 523101001 Occupational Certificate: Retail sales advisor.

Qualification curricula falling under the QCTO consist of three modules:

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| Knowledge module | Practical skill modules | Work experience modules |

The NQF level 3 programme is worth 54 credits, structured as follows:

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| **KNOWLEDGE SUBJECTS** | | | | |
| **Number** | **Title** | **NQF level** | **Credits** | **Notional hours** |
| 522301001-KM-01 | Principles of attending to different types of customers and resolving customer queries impacting on sales | 2 | 4 | 40 |
| 522301001-KM-02 | Principles of service excellence and building customer relationships in retail and wholesale sales | 3 | 3 | 30 |
| 522301001-KM-03 | Concepts and principles of selling in a full-service retail and wholesale environment | 3 | 4 | 40 |
| **Total knowledge** | | | **11** | **110** |
| **PRACTICAL SKILL MODULES** | | | | |
| **Number** | **Title** | **NQF level** | **Credits** | **Notional hours** |
| 522301001-PM-01 | Interaction with different types of customers and present a positive image | 2 | 2 | 20 |
| 522301001-PM-02 | Handle customer queries and complaints | 2 | 2 | 20 |
| 522301001-PM-03 | Provide customer service and build customer relationships | 3 | 2 | 20 |
| 522301001-PM-04 | Sell products to customers using the sales cycle | 3 | 3 | 40 |
| 522301001-PM-05 | Use advanced selling techniques, | 3 | 2 | 20 |
| **Total practical skills** | | | **11** | **110** |
| **WORK EXPERIENCE MODULES** | | | | |
| **Number** | **Title** | **NQF level** | **Credits** | **Notional hours** |
| 522301001-WM-01 | Processes and procedures for attending to different types of customers, handling customer queries and communicating with customers, | 2 | 10 | 100 |
| 522301001-WM-02 | Processes and procedures for providing customer service | 3 | 8 | 80 |
| 522301001-WM-03 | Processes and procedures for selling products to customers using the sales cycle and advanced selling techniques in a full-service wholesale or retail sales environment | 3 | 14 | 140 |
| **Total work experience** | | | **32** | **320** |

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| 6 Duration |

The knowledge module of this programme is facilitated over 13 days (7 hours per day).

Learners will be required to spend 110 hours (14 days) in practical training and 320 hours (40 days) gaining workplace experience to prepare them for the final assessment for competence so that they can receive a certificate for the occupation of Retail sales advisor.

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| 7 Learner support |

The training provider will support learners throughout the learning process.

## 7.1 Learner support during delivery

7.1.1 All learners commencing with a programme will be informed during an induction session of the title, award type, level of the award and the number of credits associated with the programme. ***This information will also be contained in the Learner’s guide.***

7.1.2 Learners will be informed of the responsibilities of the various parties during an induction session.

7.1.3 Learners will further be supported during delivery by means of:

1. Well-designed learning material that provides the first resource for support during the delivery phase.
2. Learning programmes that are designed to be highly participative and make use of cooperative learning strategies.
3. Learning activities that allow learners to engage in group/team/pair work, debate and role-play – as relevant - to discover for themselves.
4. Learners are encouraged to form own insights and create own solutions to formative assessment activities.
5. Learners are motivated by constant feedback and affirmation of their worth by means of assessment.
6. Learners are given multiple opportunities to demonstrate whether the outcome has been reached. Formative and summative assessment activities contribute to this.

## 7.2 Support during Workplace experience

Learners are guided during workplace practical training by means of a workplace log to be signed off by the supervisor. If learners experience any problems in this regard, the Provider will endeavour to assist the learner with sorting it out.

## 7.3 Guidance and counselling

The counselling role of facilitators during delivery would involve the following:

* Helping learners keep the right pace and use resources at their disposal to enrich learning.
* Giving feedback and reviewing learning progress.
* Listening to learners as individuals and offering ways of overcoming anxiety and fear of failure.
* Intervening when learners are having difficulty by improving interaction between learner and facilitator/supervisor/manager.

## 7.4 Learner support post-delivery and assessment

7.4.1 After learning and assessment have been facilitated, post-assessment guidance and support is available to all the learners to ensure that:

1. The process of feedback on assessment outcomes is informative and constructive.
2. Learners have recourse to alternative opportunities and remedial support if the learning programme is terminated.

7.4.2 Learners will be given an opportunity to be assessed a second and a third time, without additional costs, if they are found Not Yet Competent.

7.4.3 Learners will be given the opportunity to repeat courses at fees to be determined.

7.4.4 Learners who have been repeatedly found Not Yet Competent will be given guidance on alternative learning opportunities.

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| 8 Taking responsibility for learning |

## 8.1 What taking responsibility for learning is all about

“Taking responsibility is doing away with excuses for not performing. It is accepting that you must take action or make a change.” *(*[www.cls.utk.edu/pdf/ls/Week1\_Lesson4.pd](http://www.cls.utk.edu/pdf/ls/Week1_Lesson4.pd))

Adults who take responsibility for their own learning:

* Identify their own strengths and areas for development.
* Establish learning goals based on an understanding of their current and future learning needs.
* Identify strategies for learning.
* Monitor progress against learning goals.
* Test out new learning in real-life situations.

## 8.2 Why you should take responsibility for your own learning

You should take responsibility for your own learning because it helps you in several ways. Figure 1 lists career challenges, your responsibility in terms of each challenge and the benefits you will gain from taking responsibility for your own learning.



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| 9 Assessment |

Your assessment will be conducted as follows:

* **Formative assessment:** During this learning journey, you will complete activities in your Workbook. After completion if the knowledge modules (theory), you will be required to insert your Workbook in your Portfolio that will be required for your final summative assessment.
* **Summative and integrated assessment:** To qualify for summative assessment, you will need to submit a Portfolio of evidence which includes:
  + Completed workbook
  + Completed practical learning guide signed off by the facilitator or your line manager
  + Completed workplace experience guide signed off by your line manager

Integrated assessment:

**Integrated formative assessment**

The skills development provider will use the curriculum to guide them on the stipulated internal assessment criteria and weighting. They will also apply the scope of practical skills and applied knowledge as stipulated by the internal assessment criteria. This formative assessment leads to entrance into the integrated external summative assessment.

**Integrated summative assessment**

An external integrated summative assessment, conducted through the relevant QCTO Assessment Quality Partner is required for the issuing of this qualification. The external integrated summative assessment will focus on the exit level outcomes and associated assessment criteria.

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| 10 Learner rights relating to assessment |

Learners have the following rights relating to assessment:

* To be informed about the requirements for assessment, for ex ample, when and how assessment will take place; assessment activities they will be required to perform; type an amount of evidence required
* Timing of assessment to be suitable, i.e. when the learner is ready for assessment
* Fair assessment
* Feedback on assessment, including an indication of what further evidence is required if that is the case
* Re-assessment – the Training provider will provide information on re-assessment opportunities
* Guidance on further learning opportunities in the event that the learner is repeatedly found Not Yet Competent
* To be assessed in language of preference, as far as practicable, or to have an interpreter available
* To have special needs accommodated, for example, hearing, speaking or physical impairment, where possible
* The assessment to be free from barriers to a fair assessment, for example, access to venue for assessment, cost of assessment, working shifts
* Appeal against an assessment in the event of:
  + An unfair assessment
  + An invalid assessment, i.e. the assessment did not assess what was supposed to be assessed
  + Disagreement with the assessor’s judgement
  + Unethical behaviour of the assessor