

VRQ

Learner name:

UBU72

Learner number:

K/502/8622





VTCT

More than 1000 approved centres now work with VTCT, and the ever-expanding list extends across the UK, Ireland, and internationally. We acquired the internationally recognised awarding organisation and examination board iTEC in 2016, adding to our footprint. We also acquired education technology specialists Digital Assess in the same year, adding value for training providers with technology that can digitally capture and assess learners online, amongst other innovations.

VTCT is a registered charity investing in education and skills but also giving to good causes in the area of facial disfigurement.

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.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)

All assessors using this Record of Assessment book must complete this table. This is required for verification purposes.

[illegible]

Buyer behaviour in sales situations

UBU72

The aim of this unit is to develop your knowledge and skills to understand the buyer's behaviour in sales situations. You will learn how to respond and use objections as buying opportunities, and confirm the solution to the customer.

Level

3

Credit value

3

GLH

27

Observation(s)

2

External Paper(s)

0



Learning outcomes

On completion of this unit you will:

1. Be able to respond to the buyer at each stage of the decision making process
2. Understand the impact of different models of buyer behaviour on the sales cycle

Evidence requirements

1. Environment

Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).

2. Simulation

Simulation is not allowed in this unit.

3. Observation outcomes

Competent performance of Observation outcomes must be demonstrated on **at least two occasions**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

Assessed observations should not be carried out on the same day for the same learning outcome. There should be sufficient time between assessments for reflection and personal development.

You need to meet the same standard on a regular and consistent basis. Separating the assessments by a period of at least two weeks is recommended as competence must be demonstrated on a consistent and regular basis.

4. Knowledge outcomes

There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.

5. Tutor/Assessor guidance

Your tutor **must** refer to the '**Skills CFA Assessment Strategy**' when delivering this unit. This can be found on www.vtct.org.uk under the relevant qualification page.

You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.

For guidance on the assessment material for some individual units please refer to the '**Assessment Guidance**'. This can be found on www.vtct.org.uk under the relevant qualification page.

6. External paper

There is no external paper requirement for this unit.

Achieving observations

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the Evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

Relationship to National Occupational Standards

This unit is linked to Council for Administration National Occupational Standards.

Learning outcome 1

Be able to respond to the buyer at each stage of the decision making process

You can:

- a. Use the methods for contacting customers, influencers and decision-makers appropriate to different stages of the buying decision-making process
- b. Respond to different decision-makers in a sales situation in a way that is appropriate to your role
- c. Use objections as buying opportunities
- d. Confirm solution(s) offered meet the needs and wants of decision-makers

*May be assessed by supplementary evidence.

Observation	1	2	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

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*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Learning outcome 2

Understand the impact of different models of buyer behaviour on the sales cycle

You can:	Portfolio reference
a. Explain the consumer buying decision-making process	
b. Explain how the consumer buying decision-making process affects the sales cycle	
c. Describe the influences that affect the consumer decision-making process	
d. Explain the organisational buying decision-making process	
e. Explain how the organisational buying decision-making process affects the sales cycle	
f. Describe the influences that affect the organisational buying decision-making process	
g. Explain the impact of the different roles within the decision-making unit on the sales cycle	

Notes

Use this area for notes and diagrams



Notes

Use this area for notes and diagrams





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