Pearson BTEC Level 2 Certificate in Principles of Sales

Specification

BTEC Specialist qualification

First teaching April 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson BTEC Level 2 Certificate in Principles of Sales (QCF)

The QN remains the same.

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Summary of Pearson BTEC Level 2 Certificate in Principles of Sales specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	4
QCF references removed from unit titles and unit levels in all units	15-118
Guided learning definition updated	10

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

BTEC Specialist qualification title covered by this specification

Pearson BTEC Level 2 Certificate in Principles of Sales

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The qualification and unit codes will appear on learners' final certification documentation.

The Qualification Number for the qualification in this publication is:

Pearson BTEC Level 2 Certificate in Principles of Sales	600/1237/7

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

This qualification is accredited by Ofqual as being part of the Level 2 Sales Apprenticeship Framework.

Welcome to the Pearson BTEC Level 2 Certificate in Principles of Sales

Focusing on the Pearson BTEC Level 2 Certificate in Principles of Sales

The purpose of this qualification is to offer learners the underpinning knowledge required to achieve the Level 2 NVQ Certificate and Diploma in Sales and to enable them to progress to level 3 qualifications, such as the Level 3 NVQ Certificate and Diploma in Sales and the BTEC Level 3 Certificate in Principles of Sales.

This qualification is a component of the Level 2 Sales Apprenticeship framework.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — in this case the Council for Administration (CfA) SSC.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

Contents

What are BTEC Level 2 Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Pearson BTEC Level 2 Certificate

The Pearson BTEC Level 2 Certificate in Principles of Sales provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

This qualification offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

Key features of the Pearson BTEC Level 2 Certificate in Principles of Sales

The Pearson BTEC Level 2 Certificate in Principles of Sales has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Level 2 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Pearson BTEC Level 2 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 2 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications have rules of combination.

Rules of combination for the Pearson BTEC Level 2 Certificate in Principles of Sales

When combining units for the Pearson BTEC Level 2 Certificate in Principles of Sales, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

1 Qualification credit value: a minimum of 18 credits.

2 Minimum credit to be achieved at, or above, the level of the qualification: 18 credits.

3 All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 2 Certificate in Principles of Sales

The learner must achieve a minimum of 18 credits to gain the Pearson BTEC Level 2 Certificate in Principles of Sales. They must complete the four mandatory units in Group A (14 credits) and achieve a minimum of four credits from the Group B optional units.

The Total Qualification Time (TQT) for this qualification is 180.

Pearson BTEC Level 2 Certificate in Principles of Sales			
Unit	**Group A — Mandatory units**	**Credit**	**Level**
1	Understanding the Sales Environment	3	2
2	Understanding Sales Techniques and Processes	5	2
3	Understanding Legal, Regulatory and Ethical Requirements in Sales or Marketing	2	2
4	Principles of Personal Responsibilities and Working in a Business Environment	4	2
Unit	**Group B — Optional units**		
5	Understanding Sales Targets	2	2
6	Understanding Business Awareness in Sales	2	2
7	Principles of Presentations and Demonstrations in Sales*	2	2
8	Principles of Selling at Trade Fairs and Exhibitions*	2	2
9	Customer Service Sales	3	2
10	Understanding the Relationship between Sales and Marketing	3	3
11	Principles of Online Selling	3	3
12	Understanding Customers' Creditworthiness for Sales Purposes	2	3
13	Competitor Analysis in the Sales Environment	2	3

* Only one of Units 7 and 8 may be taken

Assessment

All units within this qualification are internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Pearson BTEC Level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson BTEC Level 2 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Pearson BTEC Level 2 Certificate in Principles of Sales must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Pearson BTEC Level 2 qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers
- quality review of the centre verification practice
- centre risk assessment by Pearson of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Pearson BTEC Level 2 qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Pearson BTEC Level 2 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Functional skills

Pearson Level 2 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional skills are offered as stand-alone qualifications.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson BTEC Level 2 Certificate in Principles of Sales is accredited for learners aged 14 and above.

Access arrangements and special considerations

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements, Reasonable Adjustments and Special*

Consideration for General and Vocational Qualifications for further details. qualifications.pearson.com

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Understanding the Sales Environment

Unit code: T/502/8204

Level: 2

Credit value: 3

Guided learning hours: 20

Unit aim

This unit concerns understanding the sales market, business foci in sales and marketing, how to manage time in the sales environment, the use of IT in sales and how to communicate information in a sales environment.

Unit introduction

This unit introduces the learner to the sales and marketing opportunities available within the service sector. The link between sales and marketing and the importance of the customer to an organisation is explored. Certain skills relating to the sales role, such as time management and the use of IT are required and learners need to learn about both.

Learners will learn the components of communication and how they are used to convey information to both internal and external customers. Finally, learners will appreciate the value of how effective communication, the use of IT and different media can enhance sales opportunities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the sales market	1.1 describe the characteristics of the sales market (eg hospitality, retail, business, public sector, not-for-profit sector) 1.2 explain the features, benefits and unique selling propositions of an organisation's products and/or services 1.3 describe an organisation's position in the market 1.4 describe an organisation's products and/or services in comparison with competitors' offerings
2 Understand different types of business focus in sales and marketing	2.1 describe the differences between product focus, production focus, sales focus and customer focus 2.2 explain the effect of customer focus in an organisation 2.3 describe how to overcome the barriers to achieving customer focus
3 Know how to manage time in the sales environment	3.1 explain the importance of effective time management and its impact on business objectives 3.2 explain how to differentiate between urgent and routine tasks 3.3 describe the tools and techniques available for effective time management

Learning outcomes	Assessment criteria	
4 Understand the use of IT in sales	4.1	explain the role, uses and importance of IT systems and information in sales
	4.2	describe how to plan and organise information searches
	4.3	describe how to carry out a data audit
	4.4	describe how to identify issues and trends in sales-related data
	4.5	explain the implications of inaccurate sales data
5 Understand how to communicate information in a sales environment	5.1	describe the characteristics of effective communication in a sales environment
	5.2	describe the information needs of the target audience (colleagues and customers)
	5.3	describe the importance of and reason for checking the audience's understanding
	5.4	explain the importance and uses of non-verbal communication to the sale
	5.5	describe the advantages and disadvantages of different media used to communicate with customers

Unit content

1 **Understand the sales market**

Characteristics: hospitality eg leisure, tourism, catering; retail eg stores, online retail, wholesaling and distribution; business eg private, not-for-profit and public sector

Features and benefits: features of the products and/or services eg what the product or service does; benefits eg what the products and/or services do for the consumer

Unique selling propositions: any aspect of the products and/or services that makes it differ from similar products and/or services eg always delivered within a certain time, strongest, cheapest

Organisations market position: market share; position selling; market position against competitors eg local, national, global

Competitors': products and services; features and benefits; the competitions' USP eg availability, quality, price

2 **Understand different types of business focus in sales and marketing**

Product focus: features; benefits; brand information eg reliability, new and past ranges, range quality, catalogue knowledge

Production focus: eg how product is made, components/ingredients, delivery/lead times, quality standards, product development

Sales focus: targets; add-ons/link; discounts; negotiation; promotion schemes

Customer focus: needs eg information on range, prices, availability; market segmentation; business to business/trade information

Barriers to customer focus: ineffective communication and teamwork; incorrect information eg customer details; inappropriate systems; poor customer service levels

3 **Know how to manage time in the sales environment**

Importance of effective time management: time management as work planning eg long-term, medium-term, short-term; efficiency in terms of positive impression eg more economic, motivating, employee satisfaction, possible promotion, sharing workload, methodical working habits

Business objectives: eg make a profit, increase profits, increase sales revenue, increase share price, please stakeholders and shareholders

Urgent tasks: unplanned requests from others; emergencies eg information, errands, duties; health and safety; product recalls; cancellations; dealing with complaints; meeting/appointment arrangements

Routine tasks: time scheduling; considering resources eg colleagues, finance; time restraints; organising meetings/appointments; everyday tasks eg scheduling

Time management tools and techniques: listing routine activities; listing non-routine activities; using electronic/manual systems eg diaries, checklists, bring forward systems, charts or logbooks; recording plans; prioritising; allowing for contingencies eg interruptions, emergencies, colleague cover

4 **Understand the use of IT in sales**

IT systems: communication eg with internal and external customers; marketing; finance sales target recording; security of stock; premises and money

Sales-related data and information: product information eg inventory for stock levels, movement; audit; re-ordering; replenishment; supplier information; logistics; VAT; margins

Information searches: product supplier/customer details; customer credit searches; payment recording

Data audits: regularity eg checks on personal data; appropriate application of procedures; checking for data inconsistencies, fraud; enriching product information; up-dating catalogues; efficient ordering and replenishment

Implication of inaccurate sales data: *customer* complaints, financial implications; legislative issues eg contravening Trade Descriptions Act 1968, Sale of Goods Act 1994; supplier and customer relationships; poor organisational performance; not achieving business objectives; gives competitors an advantage

Sales-related data issues and trends: data issues eg reliability, validity checking, data source, use of historical data, trends eg market, upward swings/recovery, downward swings, consumer spending power

Confidentiality and security requirements: company policies eg employee authorisation; passwords; access levels; storage procedures; Data Protection Act 1998

5 **Understand how to communicate information in a sales environment**

Sales environment: retail; trade; telesales eg cold selling, field, pre-arranged; one to one; group; commission and non-commission; prospecting; planned/unplanned; taking payments, organising delivery and after sales; catalogue contents

Characteristics of communication: one-to-one; group; verbal and vocal skills eg use of vocabulary, timing, pronunciation articulation, telephone verbal handshake, holding procedures; non-verbal eg expressions, gestures, body language, posture; written eg company image layout, text; listening skills eg actively concentrating, paraphrasing, listening noises

Importance and uses of non-verbal communication: importance eg supports vocal communication, replaces spoken word; uses eg shaking hands, agree and separate, widening eyes smiling, nodding head

Importance of checking understanding: accurate information; saves time; less complaints; fewer misunderstandings

Customer needs: product prices; components; usage; delivery; replenishment; returns; quantities; after-sales; payment; organisational information eg contact details, service windows, branches, structure; service levels eg response times, politeness, individual attention, complaints and returns procedures

Colleague needs: product information; progress/performance reports; customer information eg account details eg contact, historical sales purchases, credit details; appointment information; empathy; honesty; trust

Different media used to communicate: face to face; written eg letter, text, memorandum, email, facsimile; telephone; verbal eg presentation, demonstration, video-conference, Skype

Advantages: a record of action; speed, storage, attachments conversion eg spreadsheets; emails; face to face

Disadvantages: letters slow; with junk mail; one party can walk out on face to face, mal-functioning of IT systems; expensive

Essential guidance for tutors

Delivery

This unit gives learners the opportunity to understand a range of sales situations across a variety of sectors. Guest speakers from a range of local organisations that have a sales function can be used. Visits to local organisations, as well as those in which the learner is involved are recommended.

Learners need to develop their product knowledge be participating in practical activities, using examples of products and services. Group work and role play can be used to help identify the features and benefits of competing items. This will enable learners to use their demonstration and presentation skills. The role of marketing and its impact on sales needs to be appreciated and this could be achieved through activities such as group discussion.

Group work, with formal tutor support and handouts, will enable learners to develop their knowledge of time management and its impact on sales success. Guest speakers, employed in sales roles from national or local employers, and case studies could be used to enhance this learning.

Learners could use IT to apply case studies which include appropriate data to practice inputting, analysis and verification of data.

Role play can be used alongside formal tutor input to enable learners to learn the characteristics of communication. Other practical activities could involve learners applying a range of media to market and communicate product and service information.

This unit will support learners who are preparing for the Pearson Edexcel Level 2 NVQ Certificate and Diploma in Sales, including those who are participating in an Apprenticeship in Sales (or a Modern Apprenticeship in Wales or a Level 2 Apprenticeship in Northern Ireland). The unit can be delivered as off-the-job learning for learners in employment or those enrolled on an Apprenticeship programme in tandem with their development and application of practical skills, or it may be delivered as essential knowledge and understanding before learners gain practical experience.

Learners would benefit from the opportunity to experience the sales context through work experience, work placement or part-time employment.

Assessment

Learners will be expected to produce evidence that shows their knowledge and understanding of the sales environment.

The assessment criteria of the unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. All assessment criteria must be achieved in order to pass the learning outcome.

To meet learning outcome 1, learners must provide evidence that they are familiar with the range of sales opportunities in various sectors as listed in the unit content. They need to provide evidence of investigating one organisation in terms of its market position; products and/or services describing its features and benefits available and comparing them with competitors. Evidence could be in the form of a scenario-based assessment giving learners the opportunity to research one organisation. A short-answer question paper could be completed to provide evidence that learners are aware of the differences between features and benefits of a product.

Assessment of learning outcome 2 will involve learners providing evidence of differentiating between the product, production, sales and customer focuses through either investigation or case study provided. Learners need to provide evidence of the impact customer focus has on an organisation and the range of barriers that have to be overcome. Evidence could be in the form of a scenario-based assessment possibly using the organisation identified for learning outcome 1.

To meet learning outcome 3, learners must provide evidence that they are aware of the importance of time management and its impact on sales success. Evidence could be in the form of a written reflective report of experience in the workplace supported by documents used or based on a scenario provided by the tutor.

Assessment of learning outcome 4 will involve learners providing evidence of the rang of IT systems used within a sales environment. Learners need to provide evidence of how information searches are planned and organised, and, how a data audit is implemented. This can be in the form of annotated flow charts or discussion supported by observation, and print offs (in accordance with Data Protection Act and company security policy). Further discussion or a written evidence from the learner can give an explanation of the implications of inaccurate sales data as well as confidentiality and security requirements. Evidence could be in the form of a scenario-based assessment possibly using the organisation identified for learning outcome 1 or an instruction leaflet suitable for an employee.

To meet learning outcome 5 learners need to provide evidence of how a range of communication skills and media in a sales environment is used to present sales information to internal and external customers. Learners also need to show evidence of how both colleagues and customers have different needs. Evidence could be in the form of a scenario-based assessment possibly using the organisation identified for learning outcome 1 and a series of graphics such as a poster, presentation or training video suitable for an employee could be used. A short-answer question paper could be completed to provide evidence that learners are aware of the different characteristics of verbal and non-verbal communication. For a more holistic approach, a combination of guided discussion and practical assignment for application could be administered.

Essential resources

There are no essential resources required to achieve this unit.

Indicative resource materials

Textbooks

Carysforth C et al — *BTEC Level 2 First Business Student Book* (Pearson, 2010) ISBN 9781846906206

Denny R — *Selling to Win* (Kogan Page, 2006) ISBN 8780749444341

Schiffman S — *The 25 Sales Habits of Highly Successful Salespeople* (Adams Media Corporation; 3rd Revised edition, 2008) ISBN 1598697579

Journals

Marketing Week

Websites

www.bbc.co.uk	BBC
www.salescreators.com	Sales Creators – creating programs that are designed to offer solutions to problems
www.theipm.org.uk	Institute of Sales Promotion

Unit 2: Understanding Sales Techniques and Processes

Unit code: **A/502/8205**

Level: **2**

Credit value: **5**

Guided learning hours: **40**

Unit aim

This unit concerns understanding the sales cycle, the buyer decision-making process, how to generate and qualify sales leads, how to sell by inbound and outbound telephone calls, how to sell face-to-face, how to close a sale and how to process sales orders.

Unit introduction

This unit introduces learners to the various stages of the sales cycle and the skills needed to be effective in a sales role.

They will learn what contributes to the buyer decision-making process for both the end consumer and business to business customer.

Learners will be taught how to generate and qualify sales leads using a range of information. They will learn the importance of using market information and keeping accurate records for future prospects.

Selling by telephone, both inbound and outbound, requires another range of skills for the learner. As well as these, learners will be taught how to how to sell face-to-face, including overcoming objections and using the opportunity to sell additional products and/or services.

Finally, learners will learn about the different ways to close a sale and how to process sales orders. They will be taught about the importance of customers being informed about discounts and other promotions and the importance of payment methods including customer credit checks. They will describe the despatch and related service functions that the customer needs to know about in order to follow the progress of their sales order.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the sales cycle	1.1 describe the characteristics of the sales cycle 1.2 explain how the different stages of the sales cycle affects the approach to the sale 1.3 describe the uses of the sales cycle in structuring and progressing sales contacts
2 Understand the buyer-decision making process	2.1 describe an organisation's procedures for dealing with buyers 2.2 explain how buyer behaviour affects the achievement of targets 2.3 explain the distinction between customer wants and needs 2.4 explain the difference between consumer buyer decision making and business-to-business decision making 2.5 describe the pressures on customers that influence their buying behaviour
3 Understand how to generate and qualify sales leads	3.1 explain how to segment customers 3.2 explain how to target market customers and prospects 3.3 describe how to source and gather information about the market and the prospect 3.4 explain the process for qualifying the sales contact 3.5 explain the importance of accurate record keeping

Learning outcomes	Assessment criteria
4 Understand how to sell by inbound telephone call	4.1 explain the characteristics, advantages and disadvantages of inbound telephone selling 4.2 explain the characteristics of reactive selling 4.3 describe the verbal, listening and questioning techniques that are most suited to telephone selling 4.4 describe how to manage customer behaviour during inbound calls 4.5 describe how to interpret the customer's reaction as the sale progresses during inbound calls 4.6 describe how to involve the customer in closing the sale during inbound calls
5 Understand how to sell by outbound telephone call	5.1 describe the preparations to be made prior to telephone selling 5.2 explain the characteristics, advantages and disadvantages of outbound telephone selling 5.3 explain the characteristics of proactive selling 5.4 describe how to manage customer behaviour during outbound calls 5.5 describe how to interpret the customer's reaction as the sale progresses during outbound calls 5.6 describe how to involve the customer in closing the sale during outbound calls

Learning outcomes	Assessment criteria
6 Understand the principles of selling face-to-face	6.1 explain the characteristics, advantages and disadvantages of face-to-face selling 6.2 explain the importance of preparing for the contact 6.3 describe the stages of selling face-to-face 6.4 describe how to manage customer behaviour during face-to-face sales contacts 6.5 describe how to interpret the customer's reaction as the sale progresses during face-to-face contacts 6.6 describe how to involve the customer in closing the sale during face-to-face contacts
7 Understand how to close a sale	7.1 explain how to overcome objections 7.2 explain how to identify verbal and non-verbal buying signals 7.3 explain how to overcome barriers to closing the sale 7.4 explain how to identify further potential add-on, up-selling or cross-selling opportunities prior to closing the sale 7.5 describe different methods of closing sales
8 Understand how to process sales orders	8.1 describe the process for ordering products and/or services 8.2 describe an organisation's payment methods 8.3 describe the requirements of customer credit checks 8.4 explain the role of the despatch function 8.5 describe order completion service standards 8.6 describe the importance of discounts and special offers 8.7 describe the importance of keeping the customer informed of developments relating to their order

Unit content

1 **Understand the sales cycle**

Characteristics of the sales cycle: prospecting for sales; approaching the customer; establishing customer needs; presenting the product and/or service; negotiating; handling objections; add-ons/link sales/up-selling; closing the sale/after-sales options; payment process

Affecting the approach to the sale: type of product/service marketing; promotion eg demonstration, levels of responsibility eg handling complaints, negotiation; offering discounts, handling payments; emphasis on after sales and add-ons eg guarantees, spares, service sub-contracts

Sales contacts: new; existing contact; cold calling; hot calling eg using third party leads; end consumer; business to business

2 **Understand the buyer-decision making process**

Dealing with buyers: contact details, preferred methods of communication eg telephone, face-to-face, electronic; recognise needs eg replacement, experiment, copying others; aware of any existing problems

Achievement of targets: periods of contact eg regular, irregular; understanding needs, building relationships, trust, respect needs and wants; need - something a consumer has to have; want - something a consumer would like to have but does not necessarily need

Consumer buyer decision making: recognising the needs; searching for information about products/services; evaluating alternatives; purchasing, evaluating purchase

Business-to-business decision making: appropriate person; spending to budget; stock levels; speed previous sales; market demand; competitors; availability; lead times eg delivery and replenishment

Pressures on customers: organisational restrictions eg space, previous/existing suppliers, training for new products/services, procedures and processes, finance controls; personal pressures eg time, lifestyle, knowledge, ability to change, financial, trends

3 **Understand how to generate and quality sales leads**

Customer segmentation: business to business eg market position, market share, type eg public, private not-for-profit, size, location, retail wholesale; competition; end consumer eg age, gender, lifestyle, geographic location; a Classification of Residential Neighbourhoods (ACORN)

How to target the market: market research; using the marketing mix eg product, place (distribution), promotion and price

How to source and gather market information: internal sources eg sales, orders, customer profiles, stocks, customer service reports eg analysis of calls received and missed in a call centre; external sources; market intelligence

Mintel, Dun and Bradstreet: supplier data such as production eg number of machines, capacity, repair record, market research results

Qualifying the sales contact: following up referrals; contacting new businesses; using networking opportunities; using directories; canvassing; establishing organisational information

Accurate record keeping: provision of data; legal requirements; organisational performance; employee performance; VAT recording; audits

4 **Understand how to sell by inbound telephone call**

Characteristics: incoming enquiries tuned to sales situations; verbal handshake; cross-selling, up-selling and selling add-ons; questioning techniques; referral information; requires on-hand product information; record customer information

Advantages: no need for qualifying contact; identify needs immediately; convert enquiry into sale'; reactive selling techniques

Disadvantages: customer may be just researching; unable to immediately research organisation; customer may have limited requirements

Characteristics of reactive selling: active listening skills, responding to enquiries; assessing potential prospects; reacting to customer response: recording information; verbal, listening and questioning techniques that are most suited to telephone: articulate, concise; honest; sincere; ethical; use of phonetic alphabet; use structured questions to obtain information eg open, closed, probing; active listening eg making listening noises; paraphrasing

Manage customer behaviour: patience; empathy; overcome customers' objections sensitively, constructively, effectively; effective methods for closing sales; referrals

5 **Understand how to sell by outbound telephone call**

Preparations: call lists or leads provided by your organisation; assess the potential of prospects and prioritise calls; plan sales call; identify your objectives for selling products and services eg targets; promote new product ranges.

Characteristics: identify how to obtain customer information; prospect those most likely to produce sale; qualifying contact; relaying key sales messages according to value and probability of closure; using structured questions to explain features and benefits; grasp opportunities to develop a positive relationship with customers; deal with customer queries and objections; cross-selling, up-selling and selling add-ons

Advantages: identify and pursue further customer contact, proactive; establish new customer; ahead of competition

Disadvantages: unknown quantity; could have out-of-date organisational information; competition; barriers eg first contact refuses to pursue

6 Understand the principles of selling face-to-face

Characteristics: communicating with customers eg spoken, eye contact; appearance eg personal hygiene, dress; attitude eg positiveness, manners, language, courtesy, consideration; preparing the sales area; personal space

Advantages: personal contact; build relationship; point of reference; attention; quick response to questions; handle products

Disadvantages: time restrictions; limited product range; time-consuming

Importance of preparing for the contact: positive impression; efficiency; effective time management; stages of selling face-to-face; greeting, introduction, attracting customers' attention and interest, identifying and meeting customers' needs, presenting products/product information; handling objections, cross-selling, up-selling and selling add-ons; customer care eg satisfaction; follow up, feedback; dealing with payments; after sales; managing customer behaviour; patience; respect; honesty; integrity; referral

Overcome barriers to closing the sale: reinforce features and benefits; adapt your behaviour to audience requirements; show respect for customers and understand and empathise with their views

Identify further potential add-on, up-selling or cross-selling opportunities: know linked products/services; use (Unique Sales Proposition)

USP: offer customer opportunity to handle products; different methods of closing sales; offer payment options; recognise when potential eg require information relating to after-sales service, delivery spares etc; give customers information relating to terms, delivery, payment options, spares etc, liaison with other departments eg customer service, despatch

7 Understand how to close a sale

Different methods of closing sales: offer payment options; recognise when potential eg require information relating to after-sales service, delivery spares etc; give customers information relating to terms, delivery, payment options, spares etc liaison with other departments eg customer service, despatch

8 Understand how to process sales orders

Ordering products and/or services: company policy and procedures; level of responsibility; checking stock levels; using barcodes; recording accurate information; electronic; manual; using correct documents/formats

Payment methods: cash; credit/debit cards; Electronic Funds Transfer at Point Of Sale; EFTPOS with Chip and Pin; identifying fraudulent payment; credit checks in line with Consumer Credit Act 1974; invoicing

Despatch function: preparing goods; packaging; documentation; notifying colleagues; timing; postage recording and preparation; correct location; anomalies eg size, weight, quantity; fragility; UK and global destinations;

Order completion service standards: confirmation; complete components; accurate recording; customer requirements; delivery times; accompanying literature; receipts

Discounts and special offers: regular; one off; end of season; event promotion; BOGOF (Buy One get One Free); multi-purchase discount; end of range; stock outs; loyalty rewards; restricted period discounts; loss leaders

Importance of keeping the customer informed of developments relating to their order: developments eg delivery times; courier/transporter information; picking situation; despatch information; part delivery; whole delivery; importance of informing customers; sales order progress eg stock replenishment situation, trade informing the end consumer; quality standards

Essential guidance for tutors

Delivery

This unit gives learners the opportunity to understand the components of the sales cycle and how they are applied to a range of sales situations. It is recommended that access to a sales environment, in particular a call centre, where the process of initiating and processing sales orders will enhance the learners understanding and can be used for investigation and application. Visits from guest speakers actively involved with generating sales using face-to-face and telephone methods will encourage learners to appreciate the application of the sales cycle.

Learners need to develop their selling skills using practical activities and scenarios. Group work can be used to include role play to identify a range of reactive, cold and proactive sales calls.

The unit needs to be delivered to encourage learners to use IT to source and gather information relating to the segmentation of customers.

Additional role-play scenarios can be considered that focus on face-to-face selling, product demonstration, post-sales and processing orders. Sample documentation relating to ordering and despatch can be identified, completed and evaluated. Group work, with formal tutor support and handouts, will enable learners to develop their knowledge of any legislation relating to telephone sales and the Consumer Credit Act 1974.

Role play can be used alongside formal tutor input to enable learners to learn about the characteristics of face-to-face selling. Further practical activities can involve learners dealing with overcome barriers to communication, closing the sale, handling payments, applying after-sales service, processing and despatching orders and working with other functions.

This unit will support learners who are preparing for the Pearson Edexcel Level 2 NVQ Certificate and Diploma in Sales, including those who are participating in an Apprenticeship in Sales (or a Modern Apprenticeship in Wales or a Level 2 Apprenticeship in Northern Ireland). The unit can be delivered as off-the-job learning for learners in employment or enrolled on an Apprenticeship programme in tandem with their development and application of practical skills, or it may be delivered as essential knowledge and understanding before learners gain practical experience.

Learners would benefit from the opportunity to experience the sales context through work experience, work placement or part-time employment.

Assessment

Learners will be expected to produce evidence that shows their knowledge and understanding of the range of sales techniques and processes

The assessment criteria of the unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. All assessment criteria must be achieved in order to pass the learning outcome.

To meet learning outcome 1, learners must provide evidence that they are familiar with the stages of the sales cycle as listed in the unit content. They need to provide evidence of investigating one organisation in terms of how it uses the sales cycle to develop its relationship with sales contacts. Evidence could be in the form of a scenario-based assessment giving learners the opportunity to research one organisation. Learners could complete a short-answer question paper to provide evidence that they are aware of how the sales cycle affects the approach to the sale and the achievement of sales targets.

Assessment of learning outcome 2 will involve learners providing evidence of investigating how an organisation deals with its buyers' behaviour, the needs, wants and influencers of both end consumer and trade customers. Evidence could be in the form of a scenario-based assessment, possibly using the organisation identified for learning outcome 1.

To meet learning outcome 3, learners must provide evidence that they are aware of the methods used to segment customers. Learners' evidence could be in the form of a presentation or employee instruction document that shows how an organisation uses and records information sources to identify potential customers.

Assessment of learning outcome 4 will involve learners providing evidence of the range of IT systems used within a sales environment. Learners need to provide evidence of how information searches are planned and organised and how a data audit is implemented. This can be in the form of annotated flowcharts or discussion supported by observation, and print offs (in accordance with Data Protection Act (DPA) and company security policy). Further discussion about or written evidence from the learner can give an explanation of the implications of inaccurate sales data as well as confidentiality and security requirements. Evidence could be in the form of a scenario-based assessment, possibly using the organisation identified for learning outcome 1 or an instruction leaflet suitable for an employee.

To meet learning outcome 5 learners need to provide evidence of how an organisation's sales employees use a range of communication skills to present sales information to external customers using reactive telesales techniques. Learners also need to show evidence of how customers have different needs and how these needs are addressed and converted into sales situations. Evidence could be in the form of a scenario-based assessment, possibly using the organisation identified for learning outcome 1 and a series of case studies. Learners could complete a short-answer question paper to provide evidence that they are aware of the different characteristics, advantages and disadvantages of inbound telephone calls as a sales opportunity.

Learners need to provide evidence for learning outcome 6 of how an organisation's sales employees use a range of communication skills to gain sales opportunities using outbound telephone calls. Learners also need to show evidence of how they prepare for outbound calls using three different sources of information relating to potential customers. They need to provide evidence of how to verbally interact with sales contacts in order to progress through the sales cycle to the close of sale. Evidence could be in the form of a scenario-based assessment, possibly using the organisation identified for previous learning outcomes and a series of case studies or an employee training information document such as a leaflet could be produced.

Assessment of learning outcome 6 will involve learners providing evidence of identifying and applying face-to-face selling skills to a range of sales situations. A minimum of three different situations is recommended, including a sales demonstration and presentation. Evidence could be in the form of a scenario-based assessment and case studies, possibly using the organisation identified for previous learning outcomes.

Evidence provided for learning outcome 7 can be integrated with the evidence for learning outcome 6 as the learner needs to focus on the techniques for closing the sale. The learner needs to provide evidence of how appropriate add-on, up-selling or cross-selling opportunities are identified and implemented in order to enhance sales. Learners could complete a short-answer question paper to provide evidence that they are aware of the different methods used to close sales.

Assessment of learning outcome 8 will entail learners providing evidence of understanding how to process sales orders. Following investigation a series of annotated flowcharts can be used to describe how an organisation handles sales orders, payments, credit checking and the despatch of products and/or the organisation of services to both end and trade consumers. Learners could complete a short-answer question paper to provide evidence that they are aware of the procedures used to close perform customer credit checks. Alternatively, learners could complete an extended project to cover assessment criterion 1 to 8.

Essential resources

There are no essential resources required to achieve this unit.

Indicative resource materials

Textbooks

Etherington B – *Cold Calling for Chickens* (Cyan Books and Marshall Cavendish, 2006) ISBN 1904879810

Fleming P – *Retail Selling*, *2nd Edition* (Mercury Business Books, 2007) ISBN 1852525541

Wyllie P – *The Telesales Pocketbook, Sales & Marketing* (Management Pocketbooks, 1998) ISBN-10: 1870471393

Journals

B2B Marketing

Websites

www.businessballs.com	Free career help, business training and organisational development
www.theipm.org.uk	Institute of Sales Promotion
www.tutor2u.net/business/marketing	Leading publishing of e-learning resources

Unit 3: Understanding Legal, Regulatory and Ethical Requirements in Sales or Marketing

Unit code: F/502/8206

Level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

This unit concerns understanding an organisation's procedures for dealing with legal, regulatory and ethical requirements relating to sales or marketing and the legal, regulatory and ethical limits of the role.

Unit introduction

This unit introduces learners to the legislation, regulation and ethics relating to sales or marketing activities and roles and how an organisation accommodates them.

Learners will develop knowledge relating to the constraints and limitations legislation and regulation have on an organisation.

Learners will also develop knowledge of what is meant by ethics and the potential benefits to themselves and their employer of working in an ethical manner.

Finally, the consequences of non-compliance with legislatory and regulatory requirements will be explored.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand an organisation's procedures for dealing with legal, regulatory and ethical requirements relating to sales or marketing	1.1 describe an organisation's procedures for raising legal, regulatory and ethical concerns 1.2 explain the scope of legal, regulatory and ethical requirements in sales or marketing 1.3 explain how the legal, regulatory and ethical requirements relate to the business of selling or marketing 1.4 describe internal and external sources of information on legal, regulatory and ethical requirements 1.5 explain how an "ethical approach" affects organisations in the sales or marketing environment 1.6 explain the importance of contract law in sales
2 Understand the legal, regulatory and ethical limits of the sales or marketing role	2.1 explain the legal, regulatory and ethical requirements relevant to the role 2.2 describe the potential consequences of not complying with legal, regulatory or ethical requirements 2.3 explain the importance of working within the limits of the role, responsibilities and authority 2.4 explain the process for reporting legal, regulatory and ethical concerns 2.5 explain the importance of clarity of communication with the customer to ensure common understanding of agreements and expectations

Unit content

1 **Understand an organisation's procedures for dealing with legal, regulatory and ethical requirements relating to sales or marketing**

Organisaton's procedures: disciplinary procedures; enquiry procedures; involving third parties eg Trading Standards etc; reporting and consulting regulatory bodies responsible for particular sectors eg Office of Communications (OFCOM), Office of Water Service (OFWAT), Office of Gas and Electric Markets (OFGEM), Association of British Travel Agents (ABTA), Financial Services Authority (FSA); Advertising Standards Authority (ASA); Food Standards Agency (FSA)

Scope of legislation: Consumer Protection Act 1987, Sale of Goods Act 1994, Trade Descriptions Act 1968, Data Protection Act 1998, Consumer Credit Act 1974; Equality Act 2010, Race Relations Act, Sex Discrimination Act, Age Discrimination Act, Health and Safety at Work Act 1974 (HASAWA) eg Health and Safety (First Aid) Regulations 1981, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), the Control of Substances Hazardous to Health Regulations (COSHH)

Regulations: Distance Selling Regulations; Telephone Preference Service; Marketing to Children Regulations; Privacy and Electronic Communications Regulations

Ethics: definition eg integrity, honesty, codes of practice; advantages to organisation of staff acting ethically; consequences of acting unethically eg accepting bribes, hard selling, mis-selling, reciprocal buying

Internal information sources: organisational manuals; training sessions, specialist departments eg human resources

External information sources: internet websites; agencies and bodies eg trade associations, regulatory bodies, government departments such as Health and Safety Executive, Trading Standards; specialists such as lawyers, accountants, HM Revenue and Customs, Department for Environment, Food and Rural Affairs (Defra)

Contract law: written or verbal; legally enforceable agreement; terms to be kept; agree the content of a deal; agreement enforceable in court; regulates transactions; breaches; compensation

2 **Understand the legal, regulatory and ethical limits of the sales or marketing role**

Consequences of non-compliance: dismissal; legal procedure eg prosecution, fines; lost reputation, respect, mistrust; lost business to competitors

Working within limits of role, responsibility and authority: clarity of position in organisational structure, department, team; job description eg organisational such as meeting targets, ensuring quality standards are met, promoting corporate image; legal responsibilities eg health and safety, contract law, consumer protection; limits of authority relating to making decisions, referrals, negotiation

Reporting processes: formal eg written report, meetings, reviews, audits; informal eg observations, teamwork projects; timing of reporting; levels of responsibility and authority eg referral procedure; recording/documenting information

Communicating clearly: appropriate media eg vocal, written, visual; key facts, clear information, concise, appropriate format and language

Essential guidance for tutors

Delivery

This unit looks at the various pieces of legislation and regulations relating to the sales and marketing environment. Tutors should provide a brief overview of the legislative and regulative requirements and learners, working in groups, could investigate further and suggest how it impacts on the role of a salesperson. They could then present their ideas to the other groups for further discussion.

Learners need to develop an understanding of the role and purpose of regulatory bodies. This could be achieved through research into regulatory authorities for different sectors such as advertising and distance selling. Learners could then present their findings back to the whole group or create a document suitable for employees.

A knowledge and understanding of the role of ethics in a sales and marketing environment could be gained through role play and case studies.

Learners need to identify and consider the value of internal and the range of external information sources that are available for reference and guidance. Visits from local Trading Standards and Health and Safety Officers could be useful as can a representative from an appropriate practising law company to explain the contents and application of contract law.

The awareness of the consequences of non-compliance with legislation and regulation could be developed through a discussion of case studies of good and bad practice. Examples of 'whistleblowing' procedures could be introduced and discussed.

Limits of authority, job role and responsibility in relation to legislation, regulation and ethics needs to be identified. Using sales and marketing organisation structures and job descriptions learners can identify and scrutinise the relevant aspects, then discuss their findings with the tutor.

Reporting processes need to be identified by learners and tutors could encourage the use of available organisation structures and job descriptions with work-based scenarios. Discussion can be used to help learners recognise appropriate procedures.

Learners need to be aware of the importance and methods used to communicate sales and marketing information clearly. Reference to contract law and organisational ethics can be considered. Tutors could use scenario-based examples for learners to apply a range of media.

This unit will support learners who are preparing for the Pearson Edexcel Level 2 NVQ Certificate and Diploma in Sales, including those who are participating in an Apprenticeship in Sales (or a Modern Apprenticeship in Wales or a Level 2 Apprenticeship in Northern Ireland). The unit can be delivered as off-the-job learning for learners in employment or those enrolled on an Apprenticeship programme in tandem with their development and application of practical skills, or it may be delivered as essential knowledge and understanding before learners gain practical experience. Learners would benefit from the opportunity to experience the sales context through work experience, work placement or part-time employment, but this is not essential.

Assessment

The assessment criteria of the unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. All assessment criteria must be achieved in order to pass the learning outcome.

To meet learning outcome 1, learners will need to identify and describe, in their own words, various pieces of legislation and regulatory requirements and how they impact on a sales environment. An informative presentation on identifying two internal and three external sources of information would provide learners with the opportunity to investigate apply organisational sources. A case study could be used for learners to apply aspects of contract law. Learners could complete a short-answer question paper or complete an IT related set of questions via drag and drop boxes to provide evidence that they are aware of the range of legislation relating to sales or marketing.

To meet learning outcome 2 learners need to provide evidence that shows their knowledge and understanding of the various legislative, regulatory and ethical requirements relating to a role in sales and the consequences for both themselves and their employer of not adhering to them. Their evidence also needs to include information relating to reporting processes and the value of clear and concise communication methods relating to sales agreements and customers' expectations. Evidence can be submitted through written reports, scenario-based assessments or case studies.

To meet learning outcome 2, learners will need to describe the requirements for ethical behaviour in the sales environment. For learners currently employed in a sales role, they could identify the application of ethical practices in their own organisation. For full-time learners, or those not currently employed in a sales environment, a case study could be provided.

To meet learning outcome 3, learners will need to explain the consequences of non-compliance with legislation and regulations, and suggest the potential impact on both themselves and their employer. For those currently employed in the sector, they can describe their own organisation's 'whistleblowing' procedures. For full-time learners, or those not currently employed in a sales environment, a case study could be provided.

Essential resources

There are no essential resources required to achieve this unit.

Indicative resource materials

Textbooks

Denny R — *Selling to Win* (Kogan Page, 2006) ISBN 8780749444341

Silberstein S — *Nutshell Consumer Law, 5th Edition* (Sweet and Maxwell, 2007) ISBN 1421958901

Websites

www.asa.org.uk	Advertising Standards Authority
www.abta.com	Association of British Travel Agencies
www.berr.gov.uk	Department for Business Enterprise and Regulatory Reform
www.fsa.gov.uk	Financial Services Authority
www.food.gov.uk	Food Industry Regulation
www.hse.gov.uk	Health and Safety Executive
www.ofcom.org.uk	Office of Communications
www.oft.gov.uk	Office of Fair Trading
www.opsi.gov.uk	Office for Public Sector Information

Unit 4: Principles of Personal Responsibilities and Working in a Business Environment

Unit code: L/601/7638

Level: 2

Credit value: 4

Guided learning hours: 32

Unit aim

This unit concerns understanding employment rights; health, safety and security, how to work with others and how to manage and improve own work in a business environment.

Unit introduction

All employees working in sales should have a good understanding of contracts of employment. Learners will examine a contract of employment to develop their understanding of the various clauses usually contained within a contract.

They will gain an awareness of employment legislation relating to the equal opportunities issues of equality and diversity, and employee rights and responsibilities.

Learners will examine the legal responsibilities of both the employer and employee relating to the health, safety and security of both the main sales and other environments. They will examine issues such as maintaining the safety of equipment, working areas, and preventing risks to themselves and others.

Understanding how to communicate and work with others is key for all sales employees. It is important for learners to understand how good working relationships ensure an efficient workflow. They will investigate how to work with others and support colleagues, considering the sorts of behaviours necessary to do so effectively.

Learners will consider the importance of guidelines and procedures and why they are followed. They will be able to identify methods for planning their work, ways for improving their performance, and sources of help available to enable them to sort out any problems that may arise at work. This unit will also enable learners to investigate different types of career pathways open to them.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the employment rights and responsibilities of the employee and employer	1.1 identify the main points of contracts of employment 1.2 identify the main points of legislation affecting employers and employees 1.3 identify where to find information on employment rights and responsibilities both internally and externally 1.4 describe how representative bodies can support the employee 1.5 identify employer and employee responsibilities for equality and diversity in a business environment 1.6 explain the benefits of making sure equality and diversity procedures are followed in a business environment
2 Understand the purpose of health, safety and security procedures in a business environment	2.1 identify employer and employee responsibilities for health, safety and security in a business environment 2.2 explain the purpose of following health, safety and security procedures in a business environment 2.3 identify ways of maintaining a safe and secure environment in a business environment
3 Understand how to communicate effectively with others	3.1 describe different methods of communication 3.2 explain how to choose the most appropriate method of communicating with others 3.3 describe ways of actively listening

Learning outcomes	Assessment criteria
4 Understand how to work with and support colleagues	4.1 explain the purpose of agreeing standards for own work with others 4.2 explain the purpose of taking on new challenges and adapting to change 4.3 explain the purpose of treating others with honesty and consideration
5 Know how to plan own work and be accountable to others	5.1 explain the purpose of meeting work standards and deadlines when completing tasks 5.2 identify ways of planning own work 5.3 compare ways of keeping other people informed about progress
6 Understand the purpose of improving own performance in a business environment and how to do so	6.1 explain the purpose of continuously improving own performance in a business environment 6.2 describe ways of improving own performance in a business environment 6.3 identify different types of career pathways that are available
7 Understand the types of problems that may occur in a business environment and how to deal with them	7.1 identify the types of problems that may occur in a business environment 7.2 explain ways of dealing with problems that may occur in a business environment 7.3 explain how and when to refer problems to relevant colleagues

Unit content

1 **Know the employment rights and responsibilities of the employee and employer**

Contracts of employment: contractual entitlements eg pay, hours of work, leave, notice period, pension, benefits; employee and employer rights; types of employment contract eg full time, fractional, part time, temporary, casual; disciplinary procedures; grievance procedures; union membership; codes of behaviour

Main points of legislation affecting employers and employees: Sex Discrimination Act 1975/86, Race Relations Act 1976; Equality Act 2010; Equal Pay Act 1970; Employment Equality (Age) Regulations 2006; Working Time Regulations 2007

Main legislation affecting employees: internal sources of information and support; internal sources eg line manager, human resource/personnel department; staff manual/hand book, trade unions, staff associations; external sources eg ACAS, Business Link, Citizens Advice Bureau, The Work Foundation, BIS; The Equality and Human Rights Commission (EHRC)

Role of employees' representative bodies: negotiate terms of employment; protect interests of employees; provide legal assistance and advice;

Employer responsibilities for equality and diversity: policies and procedures; promote human right and equality, identify and eliminate discrimination

Employee responsibilities for equality and diversity: sensitivity to people's individual needs eg diet, mobility, ethnic and religious; respect for others eg abilities, background, values, customs and beliefs; building working relationships

Benefits of equality and diversity procedures: improved staff morale, staff being treated fairly, ensures team decisions, greater perception of others, community enhancement, recruitment focus on ability/skills

2 **Understand the purpose of health, safety and security procedures in a business environment**

Employer responsibilities for health, safety and security at work: policies and procedures installed and implemented; risk assessments; provide protective equipment; ensure emergency procedures are in place; training employees; safe sales/marketing environment including external; ensures safe and secure handling and storage eg provision of adequate welfare facilities; appointment of appropriate personnel
eg first aiders

Employee responsibilities for health, safety and security at work: care for own and of others; to cooperate with others; correctly use items in accordance with training and instructions eg equipment, display screen assessments, vehicle; storage and handling of products, reporting procedures eg the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR); Control of Substances Hazardous to Health (COSHH)

Purpose of following health and safety procedures: protect the health, safety and welfare of employers, employees and customers;

Purpose of following security procedures: securing premises, stock, payments, people; implementation of Data Protection Act 1998;

Ways of maintaining a safe and secure environment: implementing procedures eg visitors' book, ID badges, access levels, computer passwords; dealing with sensitive or confidential information; access levels eg keypads; locked filing cabinets; limited key holders; transportation movement recording; logging systems eg off-site equipment, exhibition and demonstration equipment stock control systems; closed circuit television (CCTV); complying with the law eg Data Protection Act 1988, Copyright, Designs and Patents Act 1988, Computer Misuse Act 1990

3 **Understand how to communicate effectively with others**

Verbal methods of communication: use of words/vocal; questioning; adapting communication to meet the needs of others; discussions; acknowledging others' views; eg making and receiving telephone calls, meetings, sales demonstrations and presentations

Non-verbal communication: body language eg facial expressions, eye contact, gestures, posture, spacing, touch; use of silences

Written communication: types eg letters, memos, reports, email, promotional material eg product/service information, Point Of Sale (POS);

Using most appropriate method: choice of method; level of detail; choice of language; use of graphics; identifying most appropriate method eg telephone, fax, text, group presentation, sales demonstrations, video conferencing, emails, meetings, formal and informal, memos, letters, website entries, reminders

Active listening: nodding, empathising, analysing, paraphrasing, repeating key words, making encouraging noises reflecting back to check understanding; non-verbal techniques eg gestures, leaning forward, good eye contact, using facial expressions, open posture

4 **Understand how to work with and support colleagues**

Purpose of agreeing standards for own work with others: sharing work goals and plans; achieve sales targets; clarifying instructions and work requirements; seeking support; asking appropriate questions; understanding and following instructions; understanding limits of own responsibility

Purpose of taking on new challenges and adapting to change: organisation's continuous improvement; enhance organisation's competitive position; build own skills; job security

Purpose of treating others with honesty and consideration: openness about mistakes; self-assess own performance; adherence to rules; prompt notification of mistakes eg admittance of areas of ignorance; better work atmosphere; to make job role easier; receive consideration from others; maintaining team objectives

5 **Know how to plan own work and be accountable to others**

Purpose of meeting work standards and deadlines: achieving sales targets, enhances corporate image and reputation; reliability; to build trust; building own confidence, reduce stress and need for supervision, enhance efficiency; high standards, less time spent on supervision and checking; maintaining teamwork, motivation and objectives

Planning own work: methods eg task list, work schedule, diary systems, prioritising, monitoring work, checking against deadlines, for accuracy and quantity allowing for contingencies;

Keeping others informed of progress: regular communication, using techniques and tools eg diaries, planners, 'to do lists', catch-up meetings, telephone, emails; planning and meeting deadlines

6 **Understand the purpose of improving own performance in a business environment and how to do so**

Improving own performance at work: importance eg develop own skills, gain personal satisfaction, to enhance organisation's competitive position

Ways of improving own performance: carrying out a skills audit; identifying strengths and weaknesses; using feedback methods of feedback eg formal, informal, appraisal, review, personal development planning; learning activities eg on the job – work shadowing, coaching, mentoring, in-house training job rotation; off the job – college, e-learning, supplier product knowledge workshops; learning styles eg visual, practical, oral; developing learning plans eg set objectives, meet personal and professional goals, identify resources, support needed, assess progress against targets

Career pathways: internal eg human resources, external eg job centres, trade magazines, newspapers, the internet

7 **Understand the types of problems that may occur in a business environment and how to deal with them**

Problems: types eg equipment failure, loss of data, unable to meet deadlines, targets, procedures, staff shortage; insufficient skills

Dealing with problems: problem-solving skills eg defining problem, generating alternatives, contingency plan; defining boundaries and roles; asking for clarification; using time-management techniques

Referring problems: reporting to relevant colleagues; following organisation's policies and procedures eg recording data

Essential guidance for tutors

Delivery

This unit gives learners the opportunity to understand the employment rights and responsibilities of the employee and employer working in sales and marketing. It is recommended that access to a sales environment will enhance learners, understanding and can be used for investigation and application. Visits from guest speakers actively involved with representative bodies will encourage learners to appreciate the support they offer to organisations. Learners also need to be aware of the process organisations use to make sure equality and diversity procedures are followed in a business environment.

Learners need to understand the purpose of health, safety and security procedures in a business environment and why certain procedures have to be followed. Learners could be encouraged to actively identify health, safety and security risks to premises by completing risk assessments. They should also identify a range of methods used to make sales and marketing environments safe and secure.

As communication is a key focus of both sales and marketing, learners need to be aware of all methods used to communicate to both internal and external customers. The communication model needs to be considered with particular emphasis on media used to relay messages and listening skills used by the receiver. Role play can be used so that learners understand and appreciate the barriers to listening and its implications. Delivery needs to encourage learners to use IT to communicate information as well as interface. Learners could then further their application of communication methods by organising, conducting and recording group meetings.

All businesses have a range of problems that may occur and sales and marketing is no exception. Learners need to identify these problems and explain ways of dealing with them. They need to explain how and when to refer these problems to relevant colleagues. Again, a series of case studies could be used and learners working in small groups encouraged to provide solutions.

Learners need to understand why standards of work have to be agreed with others. It is useful for visiting speakers to emphasise the benefits to the employee and the organisation of working with performance standards. They also need to appreciate the purpose of treating others with honesty and consideration. Learners need to be aware of taking on new challenges and adapting to change and case studies can be used to identify how this has been done successfully.

The different types of career pathways that are available for those working in sales and marketing need to be explored by learners. The use of trade journals, websites and local job centres will enable learners to identify the range of sales roles available. It will also encourage learners to comprehend why they need to continuously improve their own performance in a sales and marketing environment.

This unit will support learners who are preparing for the Pearson Edexcel Level 2 NVQ Certificate and Diploma in Sales, including those who are participating in an Apprenticeship in Sales (or a Modern Apprenticeship in Wales or a Level 2 Apprenticeship in Northern Ireland). The unit can be delivered as off-the-job learning for learners in employment or those enrolled on an Apprenticeship programme in tandem with their development and application of practical skills, or it can be delivered as essential knowledge and understanding before learners gain practical experience. Learners would benefit from the opportunity to experience the sales context through work experience, work placement or part-time employment.

Assessment

The assessment criteria of the unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. All assessment criteria must be achieved in order to pass the learning outcome.

For learning outcome 1, learners should relate the requirements to a specific organisation. Their evidence should identify the main points of a contract of employment from a sales or marketing job role. In a separate piece of evidence, relating to a specific sales job role in an organisation, learners must give details of three main acts of legislation affecting employers and one piece of legislation which affects employees Learners will be assessed on evidence that identifies two internal and two external sources of information sources on employment rights and responsibilities. Learners must describe what is meant by representative bodies, using examples from the organisation they are researching, and then fully describe at least one way these bodies can help employees. Learners need to identify employer and employee responsibilities for diversity and equality in the sales environment and explain the benefits for the employer, organisation and the employee of following these procedures. Evidence could be in the form of a scenario-based assessment.

Learners need to provide evidence for learning outcome 2 of researching a specific business and identifying at least two employer and two employee responsibilities in terms of health and safety legislation. Learners should explain the purpose of following health, safety and security procedures. They also need to identify three ways of maintaining a safe and secure environment. A short question and answer paper could be used as evidence for part of this learning outcome to accompany evidence such as a document consisting of text supported by graphics suitable for employees working in sales.

For learning outcome 3, learners must provide evidence that describes what is meant by effective communication with others, including two verbal communication methods, two non-verbal communication methods, and two written communication methods. They should also explain at least two ways of choosing the most appropriate methods of communication to meet other people's communication needs. They need to include evidence that describes four different ways of active listening, as well as suggesting techniques that demonstrate active listening. Evidence could be in the form of a short presentation that responds to a case study and observed responses to four role-play situations.

To achieve learning outcome 4 learners should give two reasons why they have to agree standards for their own work, and know the limits of their own responsibility. They should give two reasons for taking on new challenges and why they should adapt to change. They also need to provide evidence of why they need to treat others with honesty and consideration, giving two detailed reasons. They should then explain what will happen to the relationship with others when not being honest. Evidence produced by learners could be a response to a case study.

To achieve learning outcome 5, learners must identify different types of sales and general work meetings. They must describe four activities involved in arranging meetings as well as outline the sources and types of information needed to arrange a meeting, fully describing two sources of information and two types of information needed. Evidence can be in the form of an assessed observation supported by appropriate documents.

For learning outcome 6 learners must provide evidence that identifies two methods for planning their own work. Learners also need to compare two different ways of keeping others informed of their progress and give two reasons for meeting standards and deadlines when completing tasks. They also need to provide evidence of why they have to continuously improve their own performance at work, and then describe three ways of doing this. Evidence could be in the form of a document such as a leaflet that advises employees on good practice. Learners must also identify three sales and marketing career pathways which interest them. This evidence could be in the form of an informative poster.

Learning outcome 7 requires learners to draw on their own experiences of working with others to identify how they dealt with two different types of problems which can occur in a sales and marketing environment. They need to provide evidence of knowing their limits of responsibility and give one reason explaining when and how they refer problems to others.

Essential resources

There are no essential resources needed for this unit. However, it would be beneficial for learners to have access to an administrative environment.

Indicative resource materials

Textbooks

Ashley V and Ashley S – *Business and Administration: To Support all Level 2 Vocational Qualifications in Business and Administration: Student Handbook Level 2* (Council for Administration, 2007) ISBN 9780955092046

Carysforth C, Nield, M and Richards, C – *BTEC Level 2 First Business Student Book* (Edexcel, 2010) ISBN 9781846906206

Websites

www.acas.org.uk	The Advisory, Conciliation and Arbitration Service
www.cfa.uk.com	Council for Administration
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.hse.gov.uk	The government's Health and Safety Executive
www.simplysalesjobs.co.uk	Advertising the latest sales jobs
www.salesroles.com	Service for job seekers, employers and recruitment agencies

Unit 5: Understanding Sales Targets

Unit code: **L/502/8208**

Level: **2**

Credit value: **2**

Guided learning hours: **13**

Unit aim

This unit concerns understanding how sales targets are calculated, how to collect sales-related data, the use of sales targets and how to evaluate sales performance.

Unit introduction

This unit introduces the learner to the importance and use of sales targets as part of the sales role.

The link between sales and targets is explored, in particular the focus on how targets are calculated and set using historical dataset. Learners will learn to recognise the difference between quantitative and qualitative information and explain how this information can support sales activities.

Finally, learners will learn to appreciate the value of sales targets in relation to monitoring performance, identifying the factors that can impact on these targets and the actions they consequently may have to identify and take.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how sales targets are calculated	1.1 describe the process for forecasting sales and setting sales targets 1.2 describe the factors that affect the setting of sales targets 1.3 explain the volume and value of the sales required to meet target figures 1.4 explain the pricing structure for products and/or services to meet sales targets 1.5 describe a formula for calculating sales values over a period of time
2 Understand the use of sales targets	2.1 explain the importance of sales targets for performance purposes 2.2 explain how past sales targets can inform the setting of future targets
3 Understand how to collect sales-related data	3.1 describe the potential sources of sales-related data 3.2 explain the data collection methods for obtaining quantitative and qualitative information 3.3 describe how data can be used to support sales activities
4 Understand how to evaluate sales performance	4.1 describe how to monitor sales performance against targets 4.2 explain how to evaluate performance against targets 4.3 describe the factors that can cause variances of performance from target 4.4 describe the actions to be taken if sales targets are not met

Unit content

1 **Understand how sales targets are calculated**

Forecasting sales processes: predicting eg setting achievable targets such as individual, departmental, branch; using trends; use of historical data

Factors that affect the setting of sales targets: previous performance; trends; supplier's prices, inflation, tax, VAT, business costs, exchange rates; number of new leads created per week, month and quarter

Volume and value of the sales: volume eg number of sales by day, week, month, period, quarter; per person, per product; per product range, per service; value of sales; monetary value eg gross, net

Products and/or services pricing structure: checks on competitors; odd pricing; even pricing; per item/unit, gradual discounts for bulk orders

Formula for calculating sales values over a period of time: percentage growth on previous like-for-like over a period of time; taking into account personal performance and individual effort; divided by number in sales team; using trends; considerations eg tax, VAT

2 **Understand the use of sales targets**

Importance of sales targets for performance purposes: motivation; team performance; achieving objectives eg organisational, departmental, branch, personal

Past sales targets and future targets: data relating to past performance; accumulative data eg day-on-day, week-on-week, month-on-month, year-on-year; predictions, adjustments; revisions; stock levels; employee availability

3 **Understand how to collect sales-related data**

Potential sources of sales-related data: historical sales data; sales revenue from pay; product/service data eg cost price, mark-ups, descriptive information; point reconciliation; loyalty card data; promotional event analysis; employee performance; delivery notes, supplier invoices; stock takes, internal and external audit results; customer contact information; competitor information; market data; trade statistics eg Mintel, Brad, Nielsen; Consumer Statistics Office; National Household Survey

Collection methods for obtaining quantitative and qualitative information: collection methods eg market research, customer surveys, quality forums, loyalty card data, customer comment/feedback; reconciliation/takings; refunds; quantitative information eg data to understand how or why things are as they are; qualitative information measure how many people feel, think or act in a particular way

How data can be used to support sales activities: product knowledge; customer and supplier information; differentiate between gross and net: identify VAT; marketing and promotion costs; identify targets; identify predications; employee expenses; competitor data

4 **Understand how to evaluate sales performance**

Monitor sales performance against targets: accumulatives; per employee, department, branch; number of new leads created per week, month and quarter

Evaluate performance against targets: shortfalls; achievement; employee commission; margin/mark up; average order size or order value; customer satisfaction rates; return customer rates

Factors that can cause variances of performance from target: difference between actual sales and budget sales; unavailability of products; lack of relevant product knowledge; ineffective employee training; lack of supervision/leadership; competition; decrease in market; poor customer service

Actions to be taken if sales targets are not met: employee performance review; disciplinary; more marketing; generate additional sales leads; sales targets altered; re-training; change supplier

Essential guidance for tutors

Delivery

This unit gives learners the opportunity to understand the importance of sales targets. It is recommended that visits from guest speakers actively involved with generating sales and achieving sales targets is available.

Learners need to develop their number skills and are recommended to appreciate the process of calculating sales targets, it is suggested that sales data is presented from a variety of sources. Learners can then apply basic sales forecasting techniques. Real products or service information can be used for learners to calculate and apply formulae as well as pricing structures.

Delivery needs to encourage learners to use IT to source and gather information relating to data collection. Examples of both quantitative and qualitative information need to be analysed and applied.

Case studies can be used for learners to identify monitoring and evaluation methods and their findings can be discussed.

This unit will support learners who are preparing for the Pearson Edexcel Level 2 NVQ Certificate and Diploma in Sales, including those who are participating in an Apprenticeship in Sales (or a Modern Apprenticeship in Wales or a Level 2 Apprenticeship in Northern Ireland). The unit can be delivered as off-the-job learning for learners in employment or those enrolled on an Apprenticeship programme in tandem with their development and application of practical skills, or it can also be delivered as essential knowledge and understanding before learners gain practical experience.

Learners would benefit from the opportunity to experience the sales context through work experience, a work placement or part-time employment.

Assessment

Learners will be expected to produce evidence that shows their knowledge and understanding of the importance of sales targets.

The assessment criteria of the unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. All assessment criteria must be achieved in order to pass the learning outcome.

To achieve learning outcome 1, learners must provide evidence that they are familiar with processes used to forecast and set sales targets as listed in the unit content. They need to provide evidence of investigating one organisation in terms of how it calculates sales targets for a small number of employees who sell a variety of products/product ranges or services over a set period of time. A scenario-based assignment or short case studies that encourage learners to use their number skills are recommended.

Assessment of learning outcome 2 will involve learners providing evidence of investigating how the quantitative and qualitative information and how an organisation uses this to present sales targets for performance as well as how they use past sales targets to set future targets. Again, short case studies can be used or short question and answer sheets that actively encourage learners to calculate sales targets using provided data and assess their understanding of the importance of using sales targets to achieve performance.

Assessment of learning outcome 3 will involve learners providing evidence of the range of potential sources of sales-related data available within a sales environment. Learners need to provide evidence of how information is collected using both qualitative and quantitative methods. This can be in the form of annotated flowcharts or discussion supported by observation, and print-offs (in accordance with Date Projection Act (DPA) and company security policy). Further discussion or written evidence from the learner can give an explanation of how this data is presented and used to support sales activities. Evidence could be in the form of a scenario-based assessment, possibly using the organisation identified for learning outcome 1, or an instruction leaflet suitable for an employee.

To achieve learning outcome 4, learners must provide evidence that they are aware of the methods used to monitor and evaluate sales performance against targets. Learners' evidence could be in the form of a presentation or employee instruction document that shows how an organisation measures and records performance against targets and that identifies suitable actions that can be implemented.

Essential resources

There are no essential resources required to achieve this unit.

Indicative resource materials

Textbooks

Carysforth C et al – *BTEC Level 2 First Business Student Book* (Pearson, 2010) ISBN 9781846906206

Roberts L – *Structured Selling: Sales Strategy and Tactics with a Target Marketing Purpose* (Rogers Publishing and Consulting, 2009) ISBN 981744230

Journals

B2B Marketing

Websites

www.MarketResearch.com/Mintel	World's largest and continuously updated collection of market research
www.ons.gov.uk/about/who-we-are/our-services	Office for National Statistics
www.scotland.gov.uk	The Scottish Government
www.statistics.gov.uk	UK National Statistics
www.uk.nielsen.com	Marketing information and consumer insight

Unit 6: Understanding Business Awareness in Sales

Unit code: R/502/8209

Level: 2

Credit value: 2

Guided learning hours: 11

Unit aim

This unit concerns understanding business issues in the sales environment, the importance of business news and the use of networking in sales.

Unit introduction

This unit introduces the learner to the range of business operations used by organisations in the service sector and how the sales function interacts with these operations.

The effect that business news has on sales is important to those working in a sales environment giving learners' the opportunity to investigate the range of information sources available to them.

Finally, learners will learn to appreciate the value of how effective networking is vital to sales performance. Learners will learn how it is used to enhance business knowledge.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand business issues in the sales environment	1.1 describe different approaches to business awareness in different types of organisations 1.2 describe the relationship of the sales function with other business functions in an organisation
2 Understand the importance of business news in the sales environment	2.1 describe how news items affect business 2.2 describe who should receive sales-related business news in an organisation 2.3 describe internal and external sources of information on business news
3 Understand the use of networking in sales	3.1 describe the purpose of networking 3.2 explain the advantages and disadvantages of different types of networking 3.3 explain how to use networks to build business awareness 3.4 explain the importance of mutual benefits and integrity in business conducted through networking

Unit content

1 **Understand business issues in the sales environment**

Approaches to business awareness: formal approaches eg in-house and external training, meetings, data analysis; informal approaches eg social networking, contacts, ad hoc meetings

Different types of organisations: eg size, structure, privately owned, publicly funded, independent, partnerships, local, national, global

Other business functions: marketing, despatch, finance, administration, distribution

2 **Understand the importance of business news in the sales environment**

How news items affect business: increase or decrease in terms of sales; consumer awareness; market share; profits

Receptors of sales-related information: eg owners, shareholders, managing director, chief executive officers, functional directors and managers, regional and area managers, supervisors, team leaders, sales and service associates, support employees

Internal and external sources of information: internal eg reports, performance reviews, meetings, colleagues, notice boards, memos, intranets, company magazines and newsletters; external eg sales contacts, trade journals, newspapers, conferences, exhibitions, TV, internet, radio, company reports

3 **Understand the use of networking in sales**

The purpose of networking: gather information eg associated organisations; products/services, markets, stakeholders, build relationships, gather new connections

Different types of networking: formal eg conferences, training, meetings, exhibitions, seminars, workshops; informal eg social gatherings, ad hoc meetings; advantages eg similar products/services, learning opportunities information; disadvantages eg temporary opportunity, limited time, dishonesty

Using networks to build business awareness: make comparisons establish positions; research competition, new markets, new associated products/services

Essential guidance for tutors

Delivery

This unit gives learners the opportunity to understand business issues in the sales environment. Visits to local organisations, as well as those in which the learner is involved are recommended as well as the guest of guest speakers who can explain the benefits of networking.

Learners need to develop their knowledge of the range of approaches to business awareness used in different types of organisations. Group work can be used to identify the different approaches used by small, medium and large organisations and those from the private, public and not-for-profit sectors.

Using organisational charts from a range of organisations providing a range of products and services will enable learners to understand the relationships between sales and other functions.

Learners, with formal tutor support, should access a range of information sources. This will enable them to develop their knowledge of business news and its impact on sales success. Company reports and newsletters, the Financial Times, trade journals and access to certain business TV programmes will allow learners to examine a range of information sources.

Role play can be used alongside formal tutor input to enable learners to learn the characteristics of networking. Further practical activities can involve learners using case studies to identify networking situations that apply various degrees of business integrity.

This unit will support learners who are preparing for the Pearson Edexcel Level 2 NVQ Certificate and Diploma in Sales, including those who are participating in an Apprenticeship in Sales (or a Modern Apprenticeship in Wales or a Level 2 Apprenticeship in Northern Ireland). The unit can be delivered as off-the-job learning for learners in employment or those enrolled on an Apprenticeship programme in tandem with their development and application of practical skills, or it may be delivered as essential knowledge and understanding before learners gain practical experience. Learners would benefit from the opportunity to experience the sales context through work experience, work placement or part-time employment.

Assessment

Learners will be expected to produce evidence that shows their knowledge and understanding of business issues, news and the value of networking in relation to sales.

The assessment criteria of the unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. All assessment criteria must be achieved in order to pass the learning outcome.

To achieve learning outcome 1, learners must provide evidence that they are familiar with the range of approaches to business awareness in at least one organisation in each of the three sectors: public, private and not-for-profit as listed in the unit content. Learners need to provide evidence of investigating three organisations in terms of approaches to the range of business aspects. They also need to describe how the sales function interrelates with other organisational functions. Evidence could be in the form of a scenario-based assessment, giving learners the opportunity to research each organisation. An annotated organisation chart that includes examples of how the sales function relates to other functional areas within one of the selected organisations could be used.

Assessment of learning outcome 2 will involve learners providing evidence of how news items affect a business. They also need to provide evidence of both internal and external sources of news and how it is cascaded throughout an organisation. Evidence could be in the form of a scenario-based assessment, possibly using the organisation identified for learning outcome 1 or evidence that could include a case study of how a current issue affects an organisation's sales operation and performance.

To achieve learning outcome 3, learners must provide evidence that they are aware of the importance of networking and its impact on sales success. Written evidence could be in the form of a short report or magazine article that describes the purpose, advantages and disadvantages of networking supported by an observed role play that includes a networking scenario provided by the tutor. This could be followed by a discussion that shows that learners are aware of the importance of honesty and integrity in business networking.

Essential resources

The following are essential for this unit:

Financial Times

BBC iPlayer

ITV Player

4od (4 on Demand)

Indicative resource materials

Textbooks

D'Souza S – *Brilliant Networking: What the Best Networkers Know, Say and Do* (Prentice Hall, 2007) ISBN 0273714848

Journal

Marketing Week

Websites

www.ecademy.com	Membership organisation for entrepreneurs and business owners who belong to a community that connects, supports and transacts with one another
www.linkedin.com	World's largest professional network on the Internet
www.wibn.co.uk	The Women in Business Network

Unit 7: Principles of Presentations and Demonstrations in Sales

Unit code: L/502/8211

Level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

This unit concerns understanding how to prepare for and deliver a sales presentation or demonstration and the role of evaluating sales presentations/demonstrations.

Unit introduction

This unit introduces learners to the value of presentations and demonstrations and how they can enhance sales situations.

Learners will learn the importance of how thorough preparation, research and product knowledge can contribute to a professional presentation or demonstration.

The link between identifying the audience's demands and interests and actual delivery is explored, as is the importance of appropriate interrelation.

Finally, learners will learn to appreciate the importance of evaluating the presentation or demonstration in terms of its effectiveness in securing sales.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to prepare for a sales presentation or demonstration	1.1 describe how organisational sales strategies, plans and activities are relevant to the presentation/demonstration 1.2 describe how the presentation/demonstration is intended to help meet sales targets 1.3 describe the features and benefits of the products and/or services to be promoted 1.4 explain how to set up the venue and equipment to be used for the presentation/demonstration
2 Understand how to deliver a sales presentation or demonstration	2.1 explain how to identify an audience's wants, needs and likely interests 2.2 explain how to deliver a presentation/demonstration in a way that meets an audience's information needs and captures and retains their attention 2.3 explain the importance of anticipating and meeting problems, constraints and objections 2.4 explain why it is important to provide an audience with opportunities to raise questions and objections 2.5 explain how gaining commitment contributes to the achievement of a sale
3 Understand the role of evaluating sales presentations/demonstrations	3.1 describe how the effectiveness of sales presentations/demonstrations is evaluated 3.2 explain how evaluative information is used to contribute to enhanced sales performance

Unit content

1 **Understand how to prepare for a sales presentation or demonstration**

Organisational sales strategies, plans and activities: strategies eg procedures for prospecting contacts, agreeing presentations, using corporate material, enhancing corporate image, frequency, duration; plans; organisational objectives eg to meet sales targets, out-do competitors; activities eg new product launches, additions to product ranges, new packaging, new target markets, training

Meets sales targets: eg individual, group, team, branch; weekly, monthly, quarterly; sales projections, like for like, accumulative

Features and benefits of the products and/or services to be promoted: features eg the product and what it can do; benefits eg what the product will do for the customer such as financial saving, efficiency saving

Setting up the venue and equipment: identify resources needed; communicating with other functions eg IT, warehouse, finance; using checklists/plans; health and safety risk assessment; sufficient stock; availability of audio/visual equipment; cabling; power points etc; checking products work; transportation; location of venue; route planning; documents; samples

2 **Understand how to deliver a sales presentation or demonstration**

Provide audience with opportunities to raise questions: audience interaction; emphasise company's strengths in terms of audience's specific needs; restate; brief answers; wide eye contact

How to gain sales commitment: eg recording consumer interest, distribution of business cards, completing order forms, creating follow-up lists

3 **Understand the role of evaluating sales presentations/demonstrations**

Evaluating effectiveness of presentation or demonstration: demonstrate or present more or less products; alter timings; communication skills; body language; support graphics; literature and documents

Using evaluative information to enhanced sales performance: audience reaction; repeat sales; repeat performance; proposed new sales; actual increase in sales; new sales contracts; increase in market share; new contacts

Essential guidance for tutors

Delivery

This unit gives learners the opportunity to understand the importance of presentations and demonstrations and how they contribute to the sales environment and sales cycle. Visits from guest speakers actively involved with generating sales using presentations and demonstrations will encourage learners to appreciate the application of these sales techniques.

Delivery needs to encourage learners to understand how sales presentations or demonstrations can help to achieve sales targets and also how thorough preparation and planning contribute to the success of the presentation or demonstration. It is recommended that learners be encouraged to consider the implications of poor planning and preparation.

Learners need to develop their presentation and demonstration skills using practical activities and scenarios. Group work can be used to include role play to show how they present products and services, using features and benefits, to a range of cooperative and not so cooperative audiences.

Additional role play scenarios can be considered that focus on how the learner deals with questions and queries. Sample documentation relating to corporate image, product information and ordering can be created, used and evaluated. Visits from guest speakers or attendance at exhibitions, where a variety of sales presentations and demonstrations are happening is strongly recommended.

Learners need to be offered the opportunity to identify the purposes for evaluating presentations and demonstrations in terms of business objectives. They need to be made aware of the commercial value of both presentations and demonstrations in terms of recuperating and increasing sales and gaining more customers. They also need to evaluate the presentation or demonstration and how it communicated the intended message and corporate image to the audience.

This unit will support learners who are preparing for the Pearson Edexcel Level 2 NVQ Certificate and Diploma in Sales, including those who are participating in an Apprenticeship in Sales (or a Modern Apprenticeship in Wales or a Level 2 Apprenticeship in Northern Ireland). The unit can be delivered as off-the-job learning for learners in employment or those enrolled on an Apprenticeship programme in tandem with their development and application of practical skills, or it can be delivered as essential knowledge and understanding before learners gain practical experience. Learners would benefit from the opportunity to experience the sales context through work experience, a work placement or part-time employment.

Assessment

Learners will be expected to produce evidence that shows their knowledge and understanding of the importance of presentations and demonstrations as a sales technique.

The assessment criteria of the unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. All assessment criteria must be achieved in order to pass the learning outcome.

To achieve learning outcome 1, learners must provide evidence that they are familiar with the all the organisational processes that apply to implementing a sales presentation or demonstration. Evidence could be in the form of a scenario-based assessment that encourages learners to investigate the use of presentations and/or demonstrations used by an organisation. Evidence needs to include information on planning, preparation and how product or service information will be conveyed.

Assessment of learning outcome 2 will involve learners providing evidence of investigating how a presentation or demonstration is delivered to an audience and how queries and questions are handled. They must also provide evidence of how a commitment to sales is handled. Evidence could be in the form of a case study where learners have to produce a best practice document such as a training guide.

To achieve learning outcome 3, learners must provide evidence that they are aware of the significance of evaluating presentations or demonstrations in terms of effectiveness and how they can boost sales. A short-answer question paper could be completed to provide evidence that learners are aware of how presentations and demonstrations affect sales.

Essential resources

There are no essential resources needed for this unit.

Indicative resource materials

Textbook

Schiffman S – *Sales Presentation Techniques: That Really Work* (Adams Media Corporation, 2007) ISBN: 1598690604

Journal

Marketing Week

Websites

www.businessballs.com	Free career help, business training and organisational development
www.tutor2u.net/business/marketing	Publisher of e-learning resources

Unit 8: Principles of Selling at Trade Fairs and Exhibitions

Unit code: A/502/8219

Level: 2

Credit value: 2

Guided learning hours: 18

Unit aim

This unit concerns understanding the basis for deciding whether to participate in trade fairs and exhibitions, how to prepare for trade fairs and exhibitions and techniques for selling at trade fairs and exhibitions.

Unit introduction

This unit introduces learners to the sales opportunities available through participating in exhibitions and trade fairs.

Learners will understand the importance of preparation and the appropriate resources required. They will also learn how customers are informed about the events.

Learners will learn how trade fairs and exhibitions offer opportunities to identify competitors, to network and to participate in collective selling with other exhibitors.

Learners will be made aware of aspects relating to product presentation, information, and selling techniques.

Finally, learners will learn to appreciate how trade fairs and exhibitions enhance sales opportunities through the following-up of potential sales leads.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the basis for deciding whether to participate in trade fairs and exhibitions	1.1 explain the purpose of exhibitions and trade fairs 1.2 describe how an organisation's sales plans and targets relate to a trade fair or exhibition 1.3 explain how the cost of participation is weighed against the likely sales that may be achieved
2 Understand how to prepare for trade fairs and exhibitions	2.1 describe the resources needed for participation 2.2 describe how targets are set for exhibitions and trade fairs 2.3 explain how actual and potential customers are informed of forthcoming events 2.4 explain how to identify opportunities for collaborative selling with other exhibitors 2.5 explain the importance of identifying potential competitors and threats to sales from other exhibitors
3 Understand techniques for selling at trade fairs and exhibitions	3.1 describe how displays are arranged and presented to attract potential customers 3.2 describe techniques for engaging potential customers' attention quickly 3.3 explain how sales lead information is identified, captured and followed up 3.4 explain how to adapt sales techniques to suit the environment of trade fairs and exhibitions 3.5 explain the importance of post-event follow up with potential customers

Unit content

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1 **Understand the basis for deciding whether to participate in trade fairs and exhibitions**

Purpose of exhibitions and trade fairs: create awareness eg organisation, product range, service range; identify competitors; sell to new markets; present new and existing ranges

Sales plans and targets: percentage of main targets; estimate sales for forecasting; individual, group, per day, per trade fair, per exhibition

Costs versus sales: stand rent, duration, position; Point Of Sale (POS) eg graphics, brochures, audio visual, staffing costs at event and branch/HO cover; transportation, travelling, reimbursements for accommodation and refreshments; insurance

2 **Understand how to prepare for trade fairs and exhibitions**

Resources: staffing; sufficient stock; display stands; Point of Sale (POS) publicity material; consumables eg stationery, pay point or IT equipment, availability of audio/visual equipment, cabling, power, transportation, free samples

Setting targets: hourly, daily, event duration; individual, event team; sales, potential sales, leads, product unit quantity; achieving company objectives

Informing actual and potential customers: newsletters; face-to-face; mail shots eg internet, post

Collaborative selling opportunities: using event information eg guide, directories; market knowledge; tour to familiarise with environment; networking; contacts

Identifying potential competitors and threats: location of competitors at event in relation to customer flow; using event information eg guide, directories; market knowledge; tour; networking; contacts

3 **Understand techniques for selling at trade fairs and exhibitions**

Displays are arranged and presented to attract potential customers: stand location eg good customer flow, near entrance etc; colour; lighting; use of corporate logo; use of corporate Point of Sale (POS) material eg brochures, leaflets, free samples; safety and security of products; tidiness and cleanliness of sales area, use of audio/visual equipment

Techniques for engaging potential customers: look at the name tags; ask qualifying open questions eg 'what attracted you to our stand?'; using listening skills; observing body language; reaching for material, trying free samples

Identifying, capturing and following-up sales lead information: methods eg competitions such as prize draws, exchanging business cards, forms etc; compiling and using database; email addresses, telephone details

Sales techniques: personal presentation eg corporate dress, badge, approaching; greeting; eye contact; use of open questions; presenting features and benefits; unique selling propositions (USP); encouraging product trials; offering free samples; networking skills; getting commitment; referring leads to others

Importance of the post-event follow-up: establish new contacts; more sales opportunities; communicate new product range information; sell organisation

Essential guidance for tutors

Delivery

This unit helps learners to understand the importance of trade fairs and exhibitions and their contribution to achieving sales targets and offering future sales opportunities. It is recommended that visits to trade shows and exhibitions are planned as part of the delivery.

Delivery needs to encourage learners to understand how sales to trade shows and exhibitions can help achieve sales targets, and how preparation, planning and costs contribute to these events. Learners need to be encouraged to consider the costs in relation to recuperating sales.

The use of collaborative selling opportunities and networking needs to be brought to learners' attention during the evaluation of a visit to an event. Learners also need to know about identification of competitors and how products and services are presented to catch the customer's attention. Learners can design a display stand for a targeted customer market. Following investigation and research to a range of venues, they will learn the importance of professional displays and exhibitions in terms of new markets and networking. By producing a corporate display, learners will learn and appreciate the many components of this process in terms of time management, personal presentation, product and service sales presentation including features and benefits, health, safety and security issues, information collection systems as well as customer service and corporate presentation. The display stand can be created using an allocated space, corporate or learner created information with the process facilitated by the tutor.

Learners need to adapt their sales, presentation and demonstration skills using practical activities and scenarios. Group work can include role play to show how to attract the customer's attention. Learners can then present products and services, using features and benefits.

Additional role play scenarios can be used that focus on how the learner deals with questions and queries. Sample documentation relating to gaining new sales leads can be created, used and evaluated.

Delivery needs to offer learners the opportunity to identify the methods and importance of following up sales leads.

This unit will support learners who are preparing for the Pearson Edexcel Level 2 NVQ Certificate and Diploma in Sales, including those who are participating in an Apprenticeship in Sales (or a Modern Apprenticeship in Wales or a Level 2 Apprenticeship in Northern Ireland). The unit can be delivered as off-the-job learning for learners in employment or those enrolled on an Apprenticeship programme in tandem with their development and application of practical skills, or it may be delivered as essential knowledge and understanding before learners gain practical experience. Learners would benefit from the opportunity to experience the sales context through work experience, a work placement or part-time employment.

Assessment

Learners will be expected to produce evidence that shows their knowledge and understanding of the importance of trade shows and exhibitions as a potential opportunity for gaining sales.

The assessment criteria of the unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. All assessment criteria must be achieved in order to pass the learning outcome.

To achieve learning outcome 1, learners must provide evidence that they understand all the reasons for participating in trade shows and exhibitions. Evidence could be in the form of a scenario-based assessment that encourages learners to investigate how an organisation considers plans for a trade show, promotional event or exhibition. Evidence could include information on a basic break-even format, showing costs and predicted sales relating to participating in an event.

Assessment of learning outcome 2 will involve learners providing evidence of investigating the resources required for a trade show or exhibition. They must also provide evidence of how customers are informed about organisational participation in an event. Additional evidence needs to give information on how exhibitors can use other exhibitors to enhance sales opportunities and identify threats from competitors. Evidence could include a checklist of resources that is used for the break-even model used for learning outcome 1, as well as a case study where learners have to produce a SWOT analysis of participating in an event.

To achieve learning outcome 3, learners must provide evidence that they are aware of the significance of the power of attractive displays at trade shows and exhibitions. They can be assessed on producing a creative design showing the layout of a stand. They also need to provide evidence of at least three techniques that engage the attention of potential customers and then proceed to use appropriate methods to sell products and services to these customers. Assessment could be through using observation of scenario-based role play. A short-answer question paper could be completed to provide evidence that learners know the procedures to identify and use information relating to potential sales leads.

Essential resources

Attendance and/or participation in trade shows and/or exhibitions is essential for this unit.

Indicative resource materials

Textbooks

Miller S – *How to Get the Most Out of Trade Shows* (McGraw-Hill, September 2000) ISBN 065800939

Siskind B – *Powerful Exhibit Marketing: The Complete Guide to Trade Shows, Exhibitions and Conferences* (John Wiley & Sons, April 2005) ISBN 0470834692

Abrams R and Bozdech B – *Trade Show in a Day: Get It Done Right, Get It Done Fast!* (Planning Shop, November 2006) ISBN 0974080179

Journal

Marketing Week

Websites

www.biztradeshows.com	Business Trade Shows and Exhibitions Promotion Services
www.exhibitions.co.uk	Events Resource and Exhibitions Suppliers Directory
www.manningthestand.co.uk	Information on courses, including exhibitor training, are run by an experienced sales and marketing professional

Unit 9: Customer Service in Sales

Unit code: J/502/8224

Level: 2

Credit value: 3

Guided learning hours: 25

Unit aim

This unit concerns understanding how to build long-term relationships with customers, approaches to managing customer accounts, the importance of customer loyalty, the brand and organisational reputation and how to meet the customers' after-sales service needs.

Unit introduction

This unit introduces the learner to the service opportunities that interlink with the sales role.

Learners will explore the link between understanding and balancing customer needs with organisational needs.

Certain skills relating to the sales role, such as team working, communication and the use of IT are necessary and learners have to learn how these skills are used to enhance the service offer.

Learners will learn about the importance of how customer loyalty, brand recognition and reputation can have a positive effect on the organisation.

Finally, learners will learn to appreciate the value of using the after-sales provision to improve their service performance, enhance sales opportunities and keep customers loyal.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to build long term relationships with customers	1.1 describe customers' needs, wants and expectations
	1.2 explain the importance of balancing customers' needs with organisational sales strategies and resource requirements
	1.3 describe the basis on which relationships with customers are managed
	1.4 explain the importance of negotiating mutually beneficial sales solutions
	1.5 explain the role of customer feedback in enhancing relationships and profitability
	1.6 describe the importance of customers' experiences in developing long-term relationships
2 Understand approaches to managing customer accounts	2.1 describe the role of key customer teams
	2.2 explain how to develop customer care programmes
	2.3 explain the role of IT in managing customer accounts
	2.4 explain the importance of effective communication channels to support customer relationships
3 Understand the importance of customer loyalty	3.1 explain the relationship between customer loyalty and sales performance
	3.2 describe the factors affecting the attraction and retention of customer loyalty
	3.3 describe the advantages and disadvantages of different methods of enhancing customer loyalty
	3.4 explain the importance of reviewing customers' experiences as a means of improving the service offer

Learning outcomes	Assessment criteria
4 Understand the importance of the brand and organisational reputation	4.1 describe the way in which customers' perceptions of organisations and their products and/or services influence buying decisions 4.2 explain the link between customers' previous experiences and their future likely buying intentions 4.3 explain how the presentation of products and/or services effects the perception of organisations
5 Understand how to meet the customers' after-sales service needs	5.1 explain how to ascertain customers' likely after-sales needs 5.2 describe how to balance customers' needs with those of an organisation 5.3 explain the importance of fulfilling commitments made to customers in accordance with organisational quality, customer service standards and legislative requirements 5.4 explain the importance of keeping sales records up to date 5.5 explain the purpose of reviewing the quality and effectiveness of after sales service provision against customer feedback 5.6 describe how and when to negotiate alternatives, discounts and special offers in order to maintain the customer's loyalty

Unit content

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1 **Understand how to build long term relationships with customers**

Customers' needs, wants and expectations: quality products/services; value for money; honesty; respect; accurate information; appropriate communication; efficiency; care and attention; special requirements

Balancing customers' needs with organisational sales strategies and resource requirements: putting the customer first; customer-focused procedures and systems

Managing customer relationships: giving prompt information; appropriate communication methods; customer care; exceeding expectations; finding out what they want; building loyalty and trust

Negotiating beneficial sales solutions: knowing limitations; able to refer to others; offering concessions and variables; use of conditional closing questions eg 'If we can agree the details will you go ahead?'

The role of customer feedback to enhance relationships and profits: identifies good practice/benchmarks; standardises and improves service offer; informs customer opinion; form actions

Using customers' experiences to develop long-term relationships: follow-up procedures eg telephone email; reward loyalty; encourage repeat business; use for marketing/promotions

2 **Understand approaches to managing customer accounts**

Role of key customer teams: achieve business objectives eg sales targets, increase sales and profits; work together; share information and skills

Customer care programmes: service procedures to suit customer base; clear service standards; identifies training needs; satisfies customers

The IT role in managing customer accounts: secures data; records historical performance; analyses performances eg individual, team, branch, group; enables relationship marketing; predict and forecast; identify customer demographics

Communication channels to support customer relationships: senders eg type of media used ie electronic, visual, paper; messages eg product/service information, personal details, financial data; receivers eg internal and external customers, suppliers, stakeholders, competitors

3 **Understand the importance of customer loyalty**

Relationship between customer loyalty and sales performance: loyal customers tell others; increase in customer base; increase in sales opportunities; achieving targets

The attraction and retention of customer loyalty: receiving rewards; familiarity of customer needs and wants; availability of favourite products/services; special attention eg advance notice of discounts and promotions

The advantages and disadvantages of enhancing customer loyalty: advantages eg customers actively promote organisation, increase target market; disadvantages eg costs, complacency, competition

Importance of reviewing customers' experiences to improving service offer: ascertain current standards; identify shortfalls in service standards; measure performance against competitors; identify training needs; identify improvements to procedures and systems

4 **Understand the importance of the brand and organisational reputation**

How customers' perceptions of organisations and their products/services influence buying decisions: brand familiarity; brand reputation; meeting and exceeding expectations relating to products and service levels; sales environment eg clean, safe, secure

Link between customers' previous experiences and future buying intentions: good service experiences; bad service experiences; with same organisation; competitors; customer lifetime value eg the amount of net sales a customer could spend with the same organisation

How product/service presentation effects the organisations perception: enforces company image; employee presentation using demonstrations eg professional, audience suitability; static presentation eg effective, balanced visual merchandising and display

5 **Understand how to meet the customers' after sales service needs**

*Ascertaining customers' likely after sales need*s: during sales meeting; during payment transactions; identifying additional products/services/information; proactive offers; reactive offers

Balancing customers' needs with those of an organisation: putting the customer first; customer-focused procedures and systems

Importance of fulfilling commitments made to customers: customer satisfaction, customer loyalty; marketing; employee satisfaction and motivation

Organisational quality, customer service standards and legislative requirements: legislation eg consumer protection, Sale and Supply of Goods and Services; internal quality procedures eg audits, forums, circles, focus groups; external standards eg ISO; IIP; Customer Service Excellence (formerly Charter Mark) Putting the Customer First (RTM)

Importance of keeping sales records up to date: accuracy; historical record; forecasting and projections; legislation eg Data Protection Act (DPA)

Purpose of reviewing the quality: identify service improvements; identify performance shortfalls; suit consumer needs; adapt to organisational objectives

Effectiveness of after-sales service provision against customer feedback: cost-effective in terms of time and employee costs eg gain more customers; increase sales; increase customer loyalty

How and when to negotiate alternatives, discounts and special offers: during sales meeting; during payment transaction; identifying additional products/services/information

Essential guidance for tutors

Delivery

This unit gives learners the opportunity to understand the importance of customer service as part of the sales process. It is recommended that access to a sales environment where interface occurs, will enhance learners' understanding of the relationship between sales and customer service. Visits from guest speakers actively involved with the service aspect of sales will encourage learners to appreciate the application of service standards as part of the sales cycle.

Learners need to identify customers' needs and, in particular, service expectations through practical activities and scenarios. Group work can include role play to identify a range of service situations that encourages learners to understand the importance of balancing the needs of customers with those of the organisation eg putting the customer before the procedure.

Delivery needs to include case studies where learners have to manage customer relationships in a positive way so that the customer will become an advocate for the organisation.

Role play can be used alongside formal tutor input to enable learners to learn the characteristics of negotiation, although at level 2 it is unlikely employees will have full authority to be able to do this. Additional role play scenarios can be considered that focus on working as part of a sales team to serve customers. Group work, with formal tutor support and handouts, will help learners to develop their knowledge of legislation relating to consumer protection and the Supply of Goods and Services Act 1982.

Learners must investigate the range of quality initiatives as listed in the unit content.

Learners should be encouraged to use IT to source and gather information relating to customer feedback. Identifying feedback methods and how the data is analysed and used to improve service standards can be included as part of a case study.

This unit will support learners who are preparing for the Pearson Edexcel Level 2 NVQ Certificate and Diploma in Sales, including those who are participating in an Apprenticeship in Sales (or a Modern Apprenticeship in Wales or a Level 2 Apprenticeship in Northern Ireland). The unit can be delivered as off-the-job learning for learners in employment or those enrolled on an Apprenticeship programme in tandem with their development and application of practical skills, or it may be delivered as essential knowledge and understanding before learners gain practical experience. Learners would benefit from the opportunity to experience the sales context through work experience, a work placement or part-time employment.

Assessment

Learners will be expected to produce evidence that shows their knowledge and understanding of the role customer service plays when selling.

The assessment criteria of the unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. All assessment criteria must be achieved in order to pass the learning outcome.

To achieve learning outcome 1, learners must provide evidence that they are familiar with identifying customer needs and why it is important to balance these needs with those of the organisation. Evidence could be in the form of a scenario-based assessment, giving learners the opportunity to research an organisation in terms of how it does this and builds relationships with its customers.

Assessment of learning outcome 2 will involve learners providing evidence of investigating how an organisation uses customer service teams to serve both end consumer and trade customers. Evidence could be in the form of a scenario-based assessment, possibly using the organisation identified for learning outcome 1. Learners also need to provide evidence of the components of a customer care programme and a further case study that enables learners to show how IT is used to manage customer accounts and the different communication channels used to support customer relationships.

To achieve learning outcome 3, learners must provide evidence that they are aware of the methods used to review customers' experiences and focus on the importance of customer loyalty. Evidence could be in the form of a presentation where learners analyse and recommend service improvements that will enhance customer loyalty.

Assessment of learning outcome 4 will involve learners providing evidence that they understand the importance of what makes the customer purchase goods and services. Evidence could be in the form of a scenario-based assessment, possibly using the organisation identified for learning outcome 1 or a presentation suitable for a new employee.

To achieve learning outcome 5 learners need to provide evidence of how an organisation focuses on the after-sales procedures. Evidence could be in the form of a scenario-based assessment, possibly using the organisation identified for learning outcome 1 or a series of case studies. A short-answer question paper could be completed to provide evidence that learners are aware of the different quality initiatives and relevant legislation.

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Fleming P – *Retail Selling: How to Achieve Maximum Retail Sales* (Mercury Business Books, February 2007) ISBN 1852525541

Smith I – *Meeting Customer Needs* (Butterworth Heinemann, October 2003) ISBN 075065984X

Websites

www.business-support-solutions.co.uk/growing-your-business/quality-standards	Business Support Solutions
www.businessballs.com	Free career help, business training and organisational development
www.charter-uk.com	Specialist provider of Customer Complaints and Feedback Management software
www.investorsinpeople.co.uk	Investors in People
www.iso.org	International Organisation for Standardisation
www.tradingstandards.gov.uk	Trading Standards Institute

Unit 10: Understanding the Relationship Between Sales and Marketing

Unit code: **F/502/8223**

Level: **3**

Credit value: **3**

Guided learning hours: **21**

Unit aim

This unit concerns understanding the impact of different organisational structures on sales and marketing functions, the interface between sales and marketing functions and product development processes.

Unit introduction

This unit introduces learners to the impact of different organisational structures on sales and marketing functions and the effect of different organisational structures on sales and marketing functions and their performance.

Learners will be taught the connection between sales and marketing functions including the synergy, benefits of working together and causes of friction between the sales and marketing functions.

Learners will learn about the product development process and the role of sales and marketing in this development process. They will learn about market features and trends relating to the characteristics and benefits of a product or service.

Finally, learners will learn how to prepare a business case for a product or service, how to forecast sales of a product or service and about the power of the target market in relation to developing new products and services.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the impact of different organisational structures on sales and marketing functions	1.1 describe the features of different organisational structures 1.2 explain the effect of different organisational structures on sales and marketing functions and their performance
2 Understand the interface between sales and marketing functions	2.1 explain the role and responsibilities of sales personnel 2.2 explain the role and responsibilities of marketing personnel 2.3 describe areas of synergy between the sales and marketing functions 2.4 describe the benefits of collaborative working to the performance of an organisation 2.5 explain potential causes of friction between the sales and marketing functions 2.6 describe mutually acceptable solutions to identified sources of friction
3 Understand the impact of sales and marketing on product development processes	3.1 describe the product development process 3.2 explain the role of sales and marketing in the product development process 3.3 explain the market features and trends relating to a product or service 3.4 describe the characteristics and benefits of a product or service 3.5 explain the wants and needs of an organisation’s customer base 3.6 describe how to prepare a business case for a product or service

Learning outcomes	Assessment criteria
	3.7 describe how to forecast sales of a product or service 3.8 explain the importance and use of customer feedback in relation to product development

Unit content

1 **Understand the impact of different organisational structures on sales and marketing functions**

Organisational structure: centralised; de-centralised; steep (hierarchical); flat; matrix; within sectors eg secondary, tertiary

Features of different organisational structures: features eg size, ownership such as public funded, franchise, charity private funding, sole owner, partnerships such as cooperative; span of control; division of labour; division of tasks

Effect on sales and marketing functions and performance: finance available; effective recruitment eg skills, knowledge, experience; corporate image; support functions eg customer service standards, logistics, administration, research and development, visual merchandising and display

Marketing function and performance: linking goods and services from producers to consumers; advertising; sales promotion; cost-effective product development; effective packaging; efficient distribution channels, pricing, activities that identify and satisfy customer needs

Sales function and performance: selling products or services via direct contact with customers; assigned a sales territory; present features and benefits of product or product lines; account by specific customers or prospects

2 **Understand the interface between sales and marketing function**

Role and responsibilities of sales personnel: obtain and analyse sales-related information; analyse competitor information; use information to make sales-related decisions; prioritise information for sales planning; develop sales plans; contribute to the development of business plans; plan sales activities; work as part of a team; manage sales projects; implement and monitor sales call plans; contribute to the development of new products and services; forecasting sales; setting and achieving sales targets; manage and administer sales budgets; pricing to promote products/services; evaluate ongoing financial potential of key customer accounts

Role and responsibilities of marketing personnel: research needs of target market; develop marketing strategies for products/services; develop marketing strategy for major events eg exhibitions, trade fairs; determine selling priorities for products/services; establish marketing strategies; create and develop action plans; contribute to the development of new products/service; identify and develop brand identity; develop and implement packaging requirements to fulfil marketing objectives; manage marketing programmes; establish and maintain pricing policy; design and implement price promotions; develop and implement distribution of products/services

Areas of synergy between the sales and marketing functions: determine selling priorities for products/services; create and develop action plans; identify target market; identify customers' needs and wants; identify opportunities to gain more sales

Benefits of collaborative working to the performance of an organisation: satisfy customers' needs and wants; promoting identical products/services to achieve targets and business objectives; reduce costs eg promotions, events; sales actively promote; marketing identifies customer information

Potential causes of friction between the sales and marketing functions: overlapping responsibility for promotions; marketing focus on company-based pricing versus sales who use consumer/competition to influence pricing; sales function influenced by customer eg wants and needs versus marketing influenced by organisation

Mutually acceptable solutions: defined roles and responsibilities; teamwork; shared responsibilities; agreement of targets and objectives

3 **Understand the impact of sales and marketing on product development processes**

Product development process: generating ideas screening eg presenting ideas for scrutiny, identifying alternatives; presenting prototypes; identifying materials; sourcing materials; pilot marketing of initial design construct marketing plan; market testing eg using samples, targeting focus groups, seeking feedback; introduction to wider market; trial production runs; scheduled releases; identify and monitor distribution channels

Role of sales and marketing in the product development process: identify target market; identify need/want; consultation on packaging, promotion and visual merchandising; creating marketing plan using marketing mix; identifying appropriate advertising strategy

Market features and trends relating to a product or service: eg demand factors, competition, pricing, competition-led pricing, payment, distribution, promotion via internet

Characteristics and benefits of a product or service: actual factor eg cost-effectiveness, design, performance; perceived factor eg image, popularity, reputation; satisfies customer needs or wants

Wants and needs of an organisation's customer base: value for money; quality product; good reputation; brand recognition; reliability; prompt delivery, prompt responses; customer service; after sales; honesty; respect; adherence to legislation eg consumer protection, health and safety; adherence to regulations and codes of practice eg Advertising Standards Authority (ASA)

Business case for a product or service: marketing mix eg product, promotion, place, people, price; financial eg costs of research and development, production, promotion and distribution; resource demands eg materials, workforce, time, intelligence; strategy eg marketing, sales and budget plans

Sales forecast of a product or service: impact upon organisation's sales; identify and evaluate sales trends; identify market condition; future marketing and selling activities; future budgets; identify key customer accounts, prepare contingency plans; monitor performance; take prompt corrective action; revise budget; use data to prepare future forecasts and budgets

Importance and use of customer feedback in relation to product development: establish demand; identify pricing strategy; product performance; reaction to packaging; measure promotional activities; monitoring distribution channels

Essential guidance for tutors

Delivery

This unit gives learners the opportunity to understand the different features of a range of organisational structures and the impact they have on both sales and marketing functions. It is recommended that access to both sales and marketing environments will encourage learners to appreciate the relationship between these functions and others within the organisation.

Learners need to understand the roles and responsibilities of both sales and marketing personnel. They need to learn the key focuses of each role. Visits from guest speakers actively involved in both functions is highly recommended. Learners need to learn how the roles combine and where collaborative working occurs, as well as identifying possible areas where friction could happen. Learners need to learn how these hostilities can be resolved and avoided.

Learners need to be aware of the seven stages of the product development process. Access to an organisation where product development is the main function is recommended so that learners can observe all the stages. Learners need to learn how to identify the link between sales and marketing and the product development process. Formal delivery using a range of case studies and in particular using TV programmes such as 'The Apprentice' will enable learners to appreciate the stages in product/service conception through to the marketing and sales functions. They also need to be taught about the power of market features and trends and how they affect the outcome of the final product. This can be delivered by encouraging learners to research trends and market features using case studies from websites such as Caci Ltd and Mintel. In addition, delivery can include further facilitation of learners identifying the benefits of a product and/or service and presenting it in a way that meets a specific target market's wants and needs. Learners need to be taught the process of sales forecasting for new products and services and the value of using customer feedback in relation to product development.

This unit will support learners who are preparing for the Pearson Edexcel Level 3 NVQ Certificate and Diploma in Sales, including those who are participating in an Advanced Apprenticeship in Sales (or a Modern Apprenticeship in Wales or a Level 2 Apprenticeship in Northern Ireland). The unit can be delivered as off-the-job learning for learners in employment or those enrolled on an Apprenticeship programme in tandem with their development and application of practical skills, or it may be delivered as essential knowledge and understanding before learners gain practical experience. Learners would benefit from the opportunity to experience the sales context through a work experience, a work placement or part-time employment.

Assessment

The assessment criteria of the unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. All assessment criteria must be achieved in order to pass the learning outcome.

For learning outcome 1, learners must provide evidence that they understand the different organisational structures and where the marketing and sales functions fit within those structures. They also need to provide evidence that shows the impact of the style, ownership, and size of the organisation on the sales and marketing functions. Evidence could be in the form of a scenario-based assessment based on an organisation's sales and marketing function.

Learners need to provide evidence for learning outcome 2 by researching the roles and responsibilities of both sales and marketing to identify job descriptors belonging to personnel from an organisation that manufacturers a product and/or provides a service. They also need to identify how both job roles can combine as well as contain frictional elements. Learners will be assessed on how they explain the causes and solutions to possible hostilities. Using a number of case studies as evidence is recommended.

Evidence for learning outcome 3 needs to show that learners can apply the seven-stage product development process to a product. They will be assessed on how they give details of the contribution both sales and marketing make to each stage of the process. They need to outline how a new product or service is dependent on market features and trends and how these relate to the target customer's needs and wants. A case study relating to the launch of a new product or service is recommended so that learners then put forward a justifiable business case.

Essential resources

Learners need access to an organisation with both sales and marketing functions.

Indicative resource materials

Textbooks

Richards C, Dransfield R, Goymer J, Bevan J – *BTEC Level 3 National Business Student Book 2* (Edexcel, 2010) ISBN 1846906350

Roberts L – *Structured Selling: Sales Strategy and Tactics with a Target Marketing Purpose* (Rogers Publishing and Consulting, 2009) ISBN 981744230

Journal

Marketing Week

Websites

www.caci.co.uk	Range of marketing solutions and information systems
www.ecademy.com	Membership organisation for entrepreneurs and business owners who belong to a community that connects, supports and transacts with one another

www.linkedin.com	World’s largest professional network on the Internet
www.MarketResearch.com/Mintel	World's largest and continuously updated collection of market research
www.mintel.com	Provider of market intelligence, delivering information, analysis and critical recommendations
www.smallbusinesssuccess.biz	Small business ideas and tips
http://tutor2u.net/business/marketing/buying_introduction.asp	Publisher of e-learning resources for Economics, Business, Politics, Enterprise, Law, Sociology, History, Religious Studies and related subjects
www.uk.nielsen.com	Marketing information and consumer insight
www.wibn.co.uk	The Women in Business Network

Unit 11: Principles of Online Selling

Unit code: **Y/502/8227**

Level: **3**

Credit value: **3**

Guided learning hours: **24**

Unit aim

This unit concerns understanding how to plan online selling, implementation issues and evaluation processes for online selling.

Unit introduction

This unit introduces learners to the various components of online selling and how it fits into both sales and marketing functions.

Learners will learn what contributes to the online selling website in terms of media options, software, and a range of IT constituents that enable the transfer of information from organisation to customer and back.

Learners will be taught the importance of how the sales and marketing roles are enhanced by the use of online selling and how this can be monitored and measured.

Learners will learn how to identify the effective use of data collated from target lists and how product or service information can be targeted. They will be taught to identify how marketing messages can be used to encourage customers to return and recommend.

Finally, learners will learn about the value of ensuring that data is valid and unaffected by viruses etc. They will also understand of the significance of using customer feedback to improve future activities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to plan online selling	1.1 describe the characteristics of online selling 1.2 describe how online selling fits into an overall sales and marketing strategy 1.3 explain the requirements of multiple media to be used 1.4 explain the strengths and limitations of different types of software used for online selling 1.5 describe the use of click-through tracking and cookies as a means of contributing to enhanced sales performance 1.6 explain how to deal with 'undeliverables' and other systems failures
2 Understand implementation issues in online selling	2.1 explain the criteria for acquiring targets lists and databases 2.2 explain the way in which media are selected to optimise sales 2.3 describe the way in which sales/marketing messages are developed to engage customers 2.4 describe the media through which sales/marketing messages are communicated to reach potential customers
3 Understand evaluation processes for online selling	3.1 explain how the success of online selling is measured 3.2 explain the importance of cleansing data and the consequences of not doing so 3.3 explain the value of customer feedback from online selling in improving future activities

Unit content

1 **Understand how to plan online selling**

Characteristics of online selling: selling of products or services via internet; sharing of resources, information; involves payment systems; supply chain management, internet marketing, stock management systems; automated data collection systems; world wide web (www); email

How online selling fits into an overall sales and marketing strategy: integration of marketing mix (4 Ps); extended mix (7 Ps); relationship marketing eg data collection to identify specific target market; new product opportunities; market development opportunities; strategies eg business-to-business (b2b), business-to consumer (b2c) and consumer-to-consumer (c2c); allows direct market communication; one-to-one communications

Requirements of multiple media: immediate sales of products; possibilities of substitute online forms of; market development; offer services 'virtually'; operating 24/7 eg internet banking; ability to link traditional methods with online marketing ('bricks and clicks'); market diversification opportunities; current product information

Software: word-processing; presentation package; operating system functions and services eg machine, security, file management; the ability to customize, security eg virus protection, firewalls; limitations eg cost and support for the user; need for maintenance contract; integration with other systems such as mobile phones; storage capacity, accessibility for disabled users training requirements

Use of click-through tracking and cookies to enhanced sales performance: click-through tracking eg particular hyperlink; determines number of recipients clicked on link; identifies users, can customised web pages

Enhance performance: measure success of email marketing campaigns; understand customers and target more effectively; increase information; allow cost-effective information gathering methods; reach wider and more distant markets; enhance traditional products and services; increase range of customised buyer menus

Dealing with 'undeliverables' and other systems failures: undeliverables eg unopened emails, information not reaching destinations; systems failures eg software, hardware or operating system malfunction, time difference between sent and received data, multiple, viruses, insufficient megabytes etc

Dealing with 'undeliverables': analysing opening rates;
re-presenting website eg use of gmail, hotmail, yahoo speed; test to see if converting to spam

Dealing with system failures: identifying fault type eg loss of service, poor performance, virus; error messages, refer to IT support eg in-house engineers, contracted engineers, ad hoc engineers; replace hardware and/or software; update systems

2 Understand implementation issues in online selling

Media: corporate systems; video links, mobile phone applications; digital TV links; retail terminals; home computers; notebooks; websites eg web, mail and proxy servers; using application layer eg HTTP, HTTPS, SMTP

Ways in which media are selected to optimise sales: costs, access eg business-to-business (b2b), business-to-consumer (b2c) and consumer-to-consumer (c2c); 24-hour function; up-to-date information dissemination; using specialist agencies; obtaining customer feedback to target market

Criteria for acquiring targets lists and databases: compliance legislation eg Data Protection Act (DPA), Computer Misuse Act 1990; set up Protection Profiles (PP's) ensure security eg firewalls, operating systems, smart cards; identify recent purchases data eg dates, spend per purchase, items bought, location; create new customer reports

Ways in which sales/marketing messages are developed to engage customers: graphic movement; announce coupons, communicate brand, launch new products and services, add in controversial headline personalise the subject line; making instant impact

Sales/marketing messages: accurate eg Sales and Supply of Goods and Services 1994, Trade Descriptions Act 1968; sufficient; promoting eg organisation, service/product offer, product ranges; Unique Selling Points (USP's); discounts, providing contact detail business/trades; delivery information including costs; estimations; payment terms and conditions; Distance Selling Regulations 1998

Potential customers: new; repeat; loyal customers; groups; individual; with special needs; new geographical areas eg local, national, global; recommended customers

3 Understand evaluation processes for online selling

Measuring the success of online selling: identifying the most popular sections; information relating to customised mails; segments customers; identifies content downloaded; return on website costs; identifies customers showing intent to buy products/service; tracking keywords leading to sales

Importance of cleansing data: maintain data quality and consistency; eliminating inaccurate records from a particular database; detect dirty data eg incorrect, irrelevant or incomplete parts of the data; modify or delete data to ensure that a accuracy and consistency with other sets in the system

Consequences of not cleansing data: viruses; third party infiltration; inaccurate database information; disaffected customers

Customer feedback from online selling: complaints; compliments; repeat purchases; deliver to/invoice to differentiation; online surveys

Improving future activities: make changes to business website; ranks higher in search engines; identify keywords that relate to business; build industry contacts; identify direct product/service requirements; identify third parties, sub-contractors, outsourcing opportunities; expand business; consider blogs to improve traffic to website

Essential guidance for tutors

Delivery

This unit gives learners the opportunity to understand the role and characteristics of online selling. It is recommended that learners have access to a range of online websites. Guest speakers involved in the setting up, implementation and monitoring of online selling websites will enable learners to understand the key functions of copyrighting, web page design, payment systems; delivery information and automated data collection systems.

Learners need to understand how online selling works with sales and marketing roles and responsibilities. They need to learn about the application of the marketing mix, in particular the 7 P’s, to website marketing. Learners should have access to a range of relationship marketing case studies, so they can evaluate the power of this function. Formal delivery to enable learners to understand the techniques used to engage business-to-business (b2b), business-to consumer (b2c) and consumer-to-consumer (c2c.) can include identifying and comparison of the unit content to be used for each of the three trading scenarios. Facilitation of group projects that require learners to market a product/service with a focus on each of the above trading scenarios business-to-business (b2b), business-to-consumer (b2c) and consumer-to consumer (c2) will encourage learners to use techniques identified from the formal delivery.

Learners need to be aware of the range of media involved in online selling and how they can be connected. Access to a range of connecting media is recommended. Learners also need to be taught about the advantages and disadvantages, strengths and areas for development of the main software used in online selling. The use of experts in this field is recommended to help learners identify how click-through tracking, cookies, undeliverables and system failures occur and are rectified.

Learners need to understand the ways used to select appropriate media. Learners should collect examples of the costs involved in setting up websites for commercial use. Learners can be encouraged, through the use of case studies, to use target lists to create databases of customer purchasing information. This will allow them to evaluate online selling sites in terms of presentation, impact etc, and to measure how successful sites are.

Finally, learners need to learn about the importance to the sales and marketing function of cleansing customer’s personal data when it is no longer required. They also need to understand the consequences to the organisation’s reputation of handling unclean personal data. Delivery can include a formal presentation on the unit content as well as the Data Protection Act, Computer Misuse Act etc, with a case study to apply knowledge learned. Learners also need to learn about the methods of collecting and collating customer feedback and how this feedback will affect future sales and marketing activities. This can be delivered by identifying current systems used, using a case study or data given and then learners individually applying their findings to recognise which sales and marketing activities will be affected.

This unit will support learners who are preparing for the Pearson Edexcel Level 3 NVQ Certificate and Diploma in Sales, including those who are participating in an Advanced Apprenticeship in Sales and Telesales (or a Modern Apprenticeship in Wales or a Level 2 Apprenticeship in Northern Ireland). The unit can be delivered as off-the-job learning for learners in employment or those enrolled on an Apprenticeship programme in tandem with their development and application of practical skills, or it may be delivered as essential knowledge and understanding before learners gain practical experience. Learners would benefit from being given the opportunity to experience the sales context through work experience, a work placement or part-time employment.

Assessment

The assessment criteria of the unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. All assessment criteria must be achieved in order to pass the learning outcome.

For learning outcome 1, learners must provide evidence that they understand the role and characteristics of online selling. They also need to provide evidence that shows they understand the key functions of copywriting, web page design, payment systems; delivery information and automated data collection systems. Learners will be assessed on how online selling works with sales and marketing roles and responsibilities. They will also be assessed on evidence produced that explains the contribution made by software, undeliverables, cookies and how system failures are rectified. Evidence could be in the form of a scenario-based assessment based on an organisation’s sales/marketing website. A short answer test could be used for identifying software components.

Learners need to provide evidence for learning outcome 2 of researching the ways used to select appropriate media for online selling. Learners also need to identify how target lists are collated and, in turn, how marketing messages are presented, received and measured in terms of impact and sales to a range of customers. Using a case study, or project, as evidence is recommended, but learners need to be encouraged to actively evaluate price-based promotions.

Evidence for learning outcome 3 needs to show that learners understand the significance of evaluating the success of online selling. They will be assessed on their knowledge of legislation and its effect on data validity and the consequences of invalid data. They need to provide evidence of how customer feedback relating to online selling can advance an organisation. A short-answer test could be considered for identifying clean and unclean data issues. Additional evidence could be provided in the form of a scenario-based assessment based on an organisation’s sales/marketing website.

Essential resources

Learners need access to a range of online selling websites.

Indicative resource materials

Textbooks

Gutterman A, Brown R, Stansliaw J – *Professional’s Guide to Doing Business on the Internet* (Harcourt Publishers Ltd, 2000) ISBN 0156068532

Veer E, Lowe D, Ray E, Ray D, Dean D, McCue C, Weadock E, Nielsen J, Aviram M, Lockwood S and Siddalingaiah M – *Creating Web Pages All-in-one Desk Reference for Dummies, 2nd Edition* (John Wiley and Sons Ltd, 2004) ISBN 0764543458

Journal

Marketing Week

Websites

www.bcs.org.uk	British Computer Society
www.computershopper.co.uk	Computing magazine for shoppers
www.cssa.co.uk	National Computing Centre
www.google.com	Google search engine
www.ibm.co.uk/ebusiness	International Business Machines
www.webopedia.com	Online web encyclopaedia

Unit 12: Understanding Customers' Creditworthiness for Sales Purposes

Unit code: **H/502/8232**

Level: **3**

Credit value: **2**

Guided learning hours: **16**

Unit aim

This unit concerns understanding the process of assessing customers' credit status and how customers' ongoing credit status is monitored.

Unit introduction

This unit introduces learners to the process of assessing customers' creditworthiness. Learners need to understand the significance of the legal and regulatory requirements relevant to obtaining finance for customers.

Learners will learn the features and requirements of different sources of finance and the basis for calculating customers' borrowing needs relating to these sources. They will establish what contributes to the information needed to be able to carry out credit searches, set credit limits and implement procedures when credit is denied.

Learners will be taught the importance of financial checks through banks and where to refer customers for financial assessment and/or advice as well as the role of credit-rating agencies. The monitoring of customers' credit status is investigated as is the purpose of formal agreements with customers.

Finally, learners will learn about the actions to be taken with regard to changes in credit limits, spending patterns and the status of accounts.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the process of assessing customers' creditworthiness	1.1 explain the legal and regulatory requirements relevant to obtaining finance for customers 1.2 explain the basis for calculating customers' borrowing needs 1.3 explain the features and requirements of different sources of finance (eg hire purchase, bank loans, leasing) 1.4 describe the information needed to be able to carry out credit searches 1.5 explain the process for setting credit limits on customers 1.6 describe the requirements of financial checks through banks, credit rating agencies and supplier references 1.7 explain the actions to be taken if credit searches' findings are negative 1.8 explain where to refer customers for financial assessment and/or advice
2 Understand how customers' ongoing credit status is monitored	2.1 explain the importance of formal agreements with customers 2.2 describe the different criteria customers' accounts are monitored against 2.3 explain the actions to be taken with regard to changes in credit limits, spending patterns and the status of customer accounts

Unit content

1 **Understand the process of assessing customers' creditworthiness**

Legal and regulatory requirements relevant to obtaining finance for customers: legal requirements Consumer Credit Act 1974, Data Protection Acts 1984 and 1998, Supply of Goods and Services Act 1982, Consumer Protection Act 1987, Advertising Standards Authority; regulatory body eg Financial Services Authority (FSA), The Banking Code

Basis for calculating customers' borrowing needs: identify credit history credit scoring; credit reference

Different sources of finance secured lending: unsecured lending; personal loans; overdrafts; credit cards; bank loans; leasing eg long-term, short-term; house accounts (offered by retail stores)

Features of sources of finance: interest eg annual percentage rates of interest (APR), annual equivalent rate (AER); interest rate calculations; credit ratings; grace periods; introductory rates; interest rate

Requirements of different sources of finances: current person financial assets; guarantors; UK residential high credit score; holds current bank account; has no debts

Information needed to be able to carry out credit searches: organisations' credit policy; customer's personal details

Process for setting credit limits on customers: check current standing using third party data eg; bank references; agency credit reports; financial statements; past performance

Requirements of financial checks: through banks, credit-rating agencies and supplier references

Actions to be taken if credit searches' findings are negative: comply with Fair Credit Reporting Act; provide oral or written notification Credit Reference Agency (CRA) supplying report; notice of customer's right to dispute and additional free consumer report within 60 days

Where to refer customers for financial assessment and/or advice: independent financial advisers (IFA); National Savings and Investments (NS&I), Citizens Advice Bureau; financial intermediaries

2 **Understand how customers' ongoing credit status is monitored**

Importance of formal agreements with customers: legally binding eg Sale and Supply of Goods and Services Act 1994; safeguarding customer; safe guarding organisation; lowers risks; ensures payments

Different criteria customers' accounts are monitored against: character eg job position, commercial credit refers to the customer's business management style; capital eg business owner's investment in the company, cash flow, fixed assets, personal retained earnings and equity; capacity to pay eg borrowing history, repayment record, overall cash flow; conditions eg job security, duration of employment such as permanent/full-time, current economic conditions; collateral eg using specific assets against a loan/credit, personal guarantee

Changes in credit limits: credit-provider orientated eg decrease if customer has handled account badly by going over limit or missing payments; increase eg approach limit, reward for early full payment; customer orientated when requiring bridging loan, high-value goods, waiting for payments

Changes in spending patterns: differences in disposable income; credit/cash balance; Expenditure and Food Survey (EFS) findings; regional, by household; seasonal fluctuations; trade cycle eg boom, recession, recovery; effect of interest rates and taxation eg VAT, income tax, National Insurance contribution

Changes in the status of accounts: individual to joint; joint to individual; change in signatures; changes to business partnership; death; business closure; receivership

Actions: credit refusal; higher repayments, lower repayments; duration of repayments eg shorter, longer

Essential guidance for tutors

Delivery

This unit gives learners the opportunity to understand the legal and regulatory requirements involved with customers getting finance to pay for products and services. It is recommended that learners have access to a range of different finance sources so they can determine their differences and characteristics. Visits from guest speakers involved with credit and loans, such as financial advisers from credit banks, credit agencies and high street banks will enable learners to understand the key reasons for securing customers' credit limits.

Learners need to understand the process and variables for setting credit limits and the consequences of financial checks and negative responses to searches. They also need to know where customers can be referred to for financial assessment, visits from guest speakers can enhance their knowledge and learning.

Learners need to be aware of the importance of formal agreements when customers require credit. They could evaluate a number of dummy agreements in order to make justifiable judgements as to whether credit can be offered. The use of experts in this field is recommended to help learners can identify the different criteria customers' accounts are monitored against.

Finally learners need to understand the actions that can be taken when customers' credit limits change. They need to learn about the effect spending patterns will have on credit and the factors that affect the status of customers' credit accounts.

This unit will support learners who are preparing for the Pearson Edexcel Level 3 NVQ Certificate and Diploma in Sales, including those who are participating in an Advanced Apprenticeship in Sales (or a Modern Apprenticeship in Wales or a Level 2 Apprenticeship in Northern Ireland). The unit can be delivered as off-the-job learning for learners in employment or those enrolled on an Apprenticeship programme in tandem with their development and application of practical skills, or it may be delivered as essential knowledge and understanding before learners gain practical experience. Learners would benefit from the opportunity to experience the sales context through work experience, work placement or part-time employment.

Assessment

The assessment criteria of the unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. All assessment criteria must be achieved in order to pass the learning outcome.

For learning outcome 1, learners must provide evidence that they understand the legal and regulatory constraints that organisations offering credit are under. They also need to provide evidence that shows they understand the basis for calculating customers' borrowing needs from a range of finance sources. Learners will be assessed on evidence that sets out information required to carry out and set credit searches, including necessary checks. Learners also need to provide evidence of the process followed when an organisation has to inform customers that credit searches will no longer proceed and advise customers accordingly. Evidence could be in the form of a scenario-based assessment, a case study, or project, and a short-answer test could be used for identifying the steps in credit checking.

Learners need to provide evidence for learning outcome 2 of the significance of a formal contract and the consequences of not abiding by the agreement when credit is set up for both parties. They will also be assessed on evidence that shows how customers' accounts are monitored and what they are monitored for. Learners will need to produce evidence of reactions to changes relating to credit limits, spending patterns and customers' accounts and the effect on both organisation and customer. It is recommended that evidence be in the form of a scenario-based assessment, contextualising an organisation where credit accounts are mainly used as a method of payment.

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Gardner D – *The Motley Fool: You Have More Than You Think: the Foolish Guide to Personal Finance* (Simon and Schuster, 2001) ISBN 978-0743201742

Tyson E – *Personal Finance for Dummies* (John Wiley and Son, 2006) ISBN 0470038322

Journals

The Economist – this provides both general economic and financial news as well as special features including an analysis of the budget.

Money Which? – consumer magazine has a section that specialises in personal financial advice.

Newspapers – almost every daily and weekend newspaper has features on financial services and products. The broadsheet publications have weekly sections devoted to personal finance with focused editions at budget time and at the end of the fiscal year.

Websites

ardso.com/debt-collections/setting-credit-limits-a-guideline-for-creditors	Setting credit limits – a guideline for creditors
www.bbc.co.uk/business	BBC business website
www.bized.co.uk	Business education website including learning materials and quizzes
www.direct.gov.uk/en/index.htm	The is the government portal with access to current information on financial matters
www.fool.co.uk	The Motley Fool provides discussion of personal finance matters
www.fsa.gov.uk	The Financial Services Authority site
www.hbeu1.hsbc.com/ukpersonal/premier/fin.htm	The HSBC Personal Financial Advice pages
www.statistics.gov.uk	Changes in spending patterns
www.timesonline.co.uk/tol/money	The online version of *The Times* personal finance pages

Unit 13: Competitor Analysis in the Sales Environment

Unit code: **M/502/8234**

Level: **3**

Credit value: **2**

Guided learning hours: **20**

Unit aim

This unit concerns understanding the use of sales-related information, collection and storage requirements, the use of tools and methods for analysing quantitative and qualitative sales-related information and how the results of competitor analysis are used.

Unit introduction

This unit introduces learners to the process of using sales-related information to analyse competitors. They will investigate the range of sources and give details of the benefits and risks of using a diverse range of information sources.

Learners will learn about the features and requirements of collection and storage requirements of sales-related information and why it is important for information to be current, accurate and validated. They will also relate the accessibility levels of retrieving data.

Different software is used to analyse data and learners will apply techniques that scrutinise and evaluate primary and secondary data against criteria. They will investigate both quantitative and qualitative sales-related information and then identify appropriate presentation methods in a way that will identify trends and important competitor-related information.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the use of sales-related information	1.1 describe how sales-related information is used to enhance sales performance (markets, volume, mix and value) 1.2 explain the benefits and risks of using different sources of sales-related information
2 Understand the collection and storage requirements of sales-related information	2.1 describe the advantages and disadvantages of different systems to gather sales-related information 2.2 explain the importance of safe, secure and accessible data storage 2.3 explain the importance of ensuring the currency and accuracy of sales-related information 2.4 explain how to validate the sales-related information collected
3 Understand the use of tools and methods for analysing quantitative and qualitative sales-related information	3.1 explain the use, strengths and limitations of different analytical software packages 3.2 explain the differences between primary and secondary data 3.3 describe the criteria against which competitor information is analysed and evaluated 3.4 explain how to identify trends in sales- and competitor-related information 3.5 describe the formats for presenting the analysis of sales-related information
4 Understand how the results of competitor analysis are used	4.1 explain the findings of competitor analysis on sales potential and performance 4.2 describe the impact of competitor activity on sales activities and plans 4.3 explain the use of competitor information in the formulation of sales proposals 4.4 explain who needs to know about competitor activity and why

Unit content

1 **Understand the use of sales-related information**

Sources of sales-related information: internal sources eg reports, performance reviews, meetings, colleagues, notice boards, memos, intranets, company magazines and newsletters; external sources eg sales contacts, trade journals, newspapers, conferences, exhibitions, TV, internet, radio, company reports

Information to enhance sales performance: markets eg knowledge, competitor positions, market changes, market needs, market expectations; volume eg increase, decrease, product range, per unit, per order, per customer; mix eg promotion, products, place, people, position of products, presentation, packaging; value eg percentage of overall target, total revenue, sales projections/forecast

Benefits and risks: benefits eg operational support; decision making eg operational, tactical, strategic; administration; promote efficiency; develop competitive advantage; increase market share; risks eg third party, out of date, access by competitors, open to interpretation, validity, sources

2 **Understand the collection and storage requirements of sales-related information**

Different systems to gather sales-related information: Sales Force Automation Systems (SFA's) eg on-premises software, on-demand software; email packages; customisable templates that track and manage sales activities for individuals and large sales forces, database capture units; mobile sales force automation application eg Apple's OSX® and Google's Android®; smartphones, wireless networks, iPhone® applications; customer feedback systems both manual and online; relationship marketing systems to analyse transactions

Advantages and disadvantages: advantages eg quick, instant, across time zones, efficient, integrate systems, accessed throughout organisation; disadvantages eg expensive, intense training, costly IT support, viruses, leaks to competitors, data protection issues, copyright issues

Importance of safe, secure and accessible data storage: safe eg back-up systems both organisational and online, limited access, time restrictions, confidentiality, protects organisation's information handling reputation; secure eg levels of authority, access levels, passwords; accessible eg enables efficient retrieval for both internal and external customers, menu driven, departmental access to cross-reference and validate data, integrated with other data

Ensuring the currency and accuracy of sales-related information: checking eg sources, dates, authorisation levels, authentication; accuracy eg correctness; spell check; grammar check; proof read/visual check; checks for professional image; fit for purpose; accurate information; satisfying legal requirements

Validating collected sales-related information: registration; registers and licences; disclosures; questionnaires and forms completed and returned by respondents; dates, third parties, cross-referencing

3 **Understand the use of tools and methods for analysing quantitative and qualitative sales-related information**

Software: word processing, spreadsheets, databases, presentation software, accounting software, customised software designed, email software with calendar, contact list

Strengths different types of documents; format appropriate to user and purpose; high-quality,; numerical calculations on spreadsheets; results help; databases in required format; enable appropriate user information searches, links between different tables; professional presentations

Limitations: copyright law; copied information; restricted access, costs, training, data protection legislation; act only on command or restricted formats; limited searches due to virus checkers and firewalls

Differences between primary and secondary data: primary data eg collected first-hand by researcher, surveys, questionnaires, focus groups, interviews and taking measurements; secondary data already collected, available to the public, books, journals, census data, biographies, articles and databases; Quantitative information is based in quantity/numbers; qualitative information is based on meanings/experiences

Competitor information: relating to customers, products, services, performance, launch dates, new products and services; new geographical areas; changes in business operations; market share

Analysed and evaluated: analysed eg by product, feedback, financial performance, stock turn, sales revenue, individual performance, company performance, team performance, accumulative data, like for like; evaluated for strengths, weaknesses, opportunities, threats

Sales trends: short-term, rapidly emerging; mid-term; long-term, developing over long periods; customer segment growth rates

Methods to identify trends in sales and competitor-related information:, recording, and analysis of data eg consumer; business-to-business (B2B); statistical science data eg Nielsen; customer retention marketing (CRM) customer surveys; questionnaires

Formats for presenting the analysis of sales-related information: written; tabular; graphical; images; paper based; presentation; electronic; screen-based eg email; communication channels; onscreen multi-media presentation, use of images, web-based presentation, multilingual support; suiting audience needs; communication protocols

4 **Understand how the results of competitor analysis are used**

Findings of competitor analysis: quantitative, qualitative, relating to products/ services, performance, pricing, service levels

Sales potential: achieving targets, increase in units sold, increase on previous performance

Impact of competitor activity: on individual employee performance, customer loyalty, on sales targets, pricing policy

Sales activities and plans: activities eg prospecting for customers, arranging meetings demonstrations, completing documentation. Sales plans eg; projections in number of units sold, revenue

Sales proposals: identifying the customers needs and wants, processes to accommodate customers needs and wants, associated timescales and costs, information about the company, terms and conditions

Who needs to know and why: managers who make strategic decisions to decide on further activity such as new markets, new products, penetrate existing markets

Essential guidance for tutors

Delivery

This unit gives learners the opportunity to understand the use of sales-related information to analyse competitor activity. It is recommended that learners have access to a range of different information sources, both internal and external so they can determine their value in offering valid data. Visits from guest speakers involved with collating data will help learners to understand the key benefits and risks of identifying and collecting information.

Learners need to understand the wide range of systems available to collect and store data. Learners need to understand the wide range of systems available to collect and store data. These can included both non-electronic and electronic systems , which learners can have access to. Delivery can include the processing of a set of data using appropriate software packages such as Excel or company software that presents collected data. Learners need to be aware of the variety of sources of customer information and how this data is analysed for specific business. This can be done through formal delivery which can offer examples of data and network diagrams which show the routes travelled by collected data within a company. They need to recognise safety and security issues relating to both electronic and non-electronic data capture, and any legislation that applies to data collection, analysis and presentation and question and answer session can be used for this.

Learners need to be aware of the importance of ensuring the currency, accuracy and validity of information sources and the actual data captured. The use of experts in this field is recommended so that learners can identify the registration, licenses and cross-referencing required when authenticating data.

Learners need to recognise the strengths and limitation of a range of software packages. They should be encouraged to provide a SWOT analysis on a range of packages. They also need to be aware of any legislation that applies to data collection, analysis and presentation.

Learners need to understand the actions that can be taken when information following analysis identifies shifts in trends relating to sales of products and services, customer needs and wants, competitors' movements and organisational responses to these changes.

Finally, learners need to understand how results of competitor analysis can be used. Delivery can include the use of collected data which can be analysed. Learners can be given a management role and decide how the data can contribute to future sales activities. Formal delivery can include a range of fictitious sales plans and proposals, which can be evaluated in terms of their impact on competitors.

This unit will support learners who are preparing for the Pearson Edexcel Level 3 NVQ Certificate and Diploma in Sales, including those who are participating in an Advanced Apprenticeship in Sales (or a Modern Apprenticeship in Wales or a Level 2 Apprenticeship in Northern Ireland). The unit can be delivered as off-the-job learning for learners in employment or those enrolled on an Apprenticeship programme in tandem with their development and application of practical skills, or it may be delivered as essential knowledge and understanding before learners gain practical experience. Learners would benefit from the opportunity to experience the sales context through work experience, a work placement or part-time employment.

Assessment

The assessment criteria of the unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. All assessment criteria must be achieved in order to pass the learning outcome.

For learning outcome 1, learners must provide evidence that learners understand how sales-related information from at least five sources listed in the unit content can enhance sales performance. They also need to provide evidence that shows they understand the benefits and risks to both host organisation and competitors when collecting sales information. Evidence could be in the form of a scenario-based assessment, and/or a case study.

For learning outcome 2, learners need to provide evidence that clearly describes the advantages and disadvantages of at least three systems as stated in the unit content, used to gather sales-related information. Learners will be assessed on evidence that shows the importance of safe, secure and accessible data storage. They will need to produce evidence of how organisations apply a range of techniques to ensure the currency, accuracy and validity of sales information. It is recommended that evidence be in the form of a scenario-based assessment contextualising an organisation where a range of data collection methods is screened.

Evidence for learning outcome 3 needs to show that learners can differentiate between at least five software systems used to collect, analyse and present sales data. Learners will be assessed on evidence that shows they can source and analyse sales-related information using examples or primary and secondary data. Learners also provide evidence of evaluating the information in terms of how it can benefit an organisation as well as identifying changes in sales trends and competitor movement. They will then produce evidence of presenting this information in a suitable format, such as a report, with appropriate references.

Essential resources

Learners should have access to appropriate software that collects and analyses information.

Indicative resource materials

Textbooks

Bevan J, Dransfield R, Coupland-Smith H, Goymer J and Richards C – *BTEC Level 3 National Business Student Book 1* (Pearson, 2009) ISBN 9781846906343

Bevan J, Goymer J, Richards C and Richards N – *BTEC Level 3 National Business Student Book 2* (Pearson, 2009) ISBN 9781846906350

Davies C – *Finding and Knowing: psychology, information and computers* (Routledge, 2004) ISBN 0851424546

Lowe M – *Business Information at Work* (Europa Publications, 1999) ISBN 0851424031

Niederst J – *Web Design in a Nutshell: A Desktop Quick Reference* (O'Reilly, 2001) ISBN 0596001967

Lucey T – *Management Information Systems* (Thomson Learning, 2004) ISBN 1844801268

Websites

www.bbc.co.uk/news/business/	The business pages of the BBC website
www.bcs.org	The British Computer Society
www.bized.co.uk	A business education resource site
www.ico.gov.uk	Information Commissioner's Office
www.opsi.gov.uk/acts/acts	Computer Misuse Act 1990
www.thetimes100.co.uk	*The Times* 100 case studies
www.w3.org	World Wide Web Consortium. An international community where member organisations, a full-time staff, and the public work together to develop Web standards

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

How to obtain National Occupational Standards

Please contact:

The Council for Administration
6 Graphite Square
Vauxhall Walk
London
SE11 5EE

Telephone: 0207 091 9620
Fax: 0207 091 7340
Email: info@cfa.uk.com
Website: www.cfa.uk.com

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- Ask the Expert: submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

The Pearson/BTEC qualification framework for the sales sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
8				
7				
6				
5				
4				
3			BTEC Level 3 Certificate in Principles of Sales	Level 3 NVQ Certificate and Diploma in Sales
2			BTEC Level 2 Certificate in Principles of Sales	Level 2 NVQ Certificate and Diploma in Sales
1				
Entry				

Annexe B

Wider curriculum mapping

Study of the Pearson BTEC Level 2 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds or rights and how these affect both individuals and communities for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Certificate in Principles of Sales against the underpinning knowledge of the Level 2 NVQ Certificate and Diploma in Sales.

KEY

4 indicates full underpinning knowledge of the NVQ unit

# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

	Pearson BTEC Level 2 Certificate in Principles of Sales units												
Pearson Edexcel Level 2 NVQ Certificate and Diploma in Sales units	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
Unit 1: Time Planning in Sales	4												
Unit 2: Complying with Legal, Regulatory and Ethical Requirements in a Sales or Marketing Role			4										
Unit 3: Deliver Reliable Customer Service									4				
Unit 4: Selling Face-to-Face		4											
Unit 5: Selling by Telephone (Inbound)		4											
Unit 6: Selling by Telephone (Outbound)		4											
Unit 7: Inputting and Accessing Sales or Marketing Data in Information Systems					#								#
Unit 8: Processing Sales Orders		4											
Unit 9: Preparing and Delivering a Sales Demonstration					#		4						
Unit 10: Selling at Exhibitions								4					
Unit 11: Monitoring Sales Deliveries													
Unit 12: Supporting Customers in Obtaining Finance for Purchases												4	
Unit 13: Generating and Qualifying Sales Leads		4											
Unit 14: Meeting Customers' After-sales Needs									4				

	Pearson BTEC Level 2 Certificate in Principles of Sales												
Pearson Edexcel Level 2 NVQ Certificate and Diploma in Sales units	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
Unit 15: Obtaining and Analysing Sales-related Information					4								
Unit 16: Obtaining and Analysing Competitor Information	#												4
Unit 17: Buyer Behaviour in Sales Situations		4											
Unit 18: Communicating using Digital Marketing/Sales Channels	4												
Unit 19: Manage Personal Development				4									
Unit 20: Participate in Meetings						#							
Unit 21: Communicate Information and Knowledge	4												

Annexe D

Mapping to Level 1 functional skills

Level 1	**Unit number**												
English — Speaking, Listening and Communication	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	4	4	4	4	4	4	4	4	4	4	4	4	4
English — Reading	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
Read and understand a range of straightforward texts			4	4		4	4	4	4	4	4	4	
English — Writing	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience			4					4					

Level 1	**Unit number**												
Mathematics — representing	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine					4						4		
Identify and obtain necessary information to tackle the problem					4						4		
Select mathematics in an organised way to find solutions					4						4		
Mathematics analysing	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes					4						4		
Use appropriate checking procedures at each stage					4						4		

Mathematics - interpreting	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations					4							4	

Level 1	**Unit number**												
ICT — using ICT	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
Identify the ICT requirements of a straightforward task	4	4		4	4				4		4		4
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	4	4		4	4				4		4		4
Manage information storage	4	4			4				4		4		4
Follow and demonstrate understanding of the need for safety and security practices													4
ICT — finding and selecting information	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
Use search techniques to locate and select relevant information		4			4				4		4		4
Select information from a variety of ICT sources for a straightforward task					4				4		4		4
ICT — developing, presenting and communicating information	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	4										4		4
Use appropriate software to meet requirements of straightforward data-handling task	4	4									4		4
Use communications software to meet requirements of a straightforward task				4							4		
Combine information within a publication for a familiar audience and purpose				4							4		
Evaluate own use of ICT tools											4		

Annexe E

Glossary of Accreditation Terminology

Accreditation start/end date	The first/last dates that Pearson can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Pearson.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Performance tables	This qualification is listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualification Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Title	The accredited title of the qualification.
UCAS points	This/these qualification(s) is/are listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

Annexe F

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications	BTEC qualification suites
BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	**BTEC Level 7 Professional qualifications** BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional qualifications BTEC Professional Award, Certificate and Diploma	6	**BTEC Level 6 Professional qualifications** BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma	5	**BTEC Level 5 Professional qualifications** BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 5 Higher Nationals** BTEC Level 5 HND Diploma
BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma	4	**BTEC Level 4 Professional qualifications** BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 4 Higher Nationals** BTEC Level 4 HNC Diploma
BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	**BTEC Level 3 Specialist qualifications** BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 3 Nationals** BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications	BTEC qualification suites
BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**2**	**BTEC Level 2 Specialist qualifications** BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 2 Firsts** BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**1**	**BTEC Level 1 Specialist qualifications** BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 1 qualifications** BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	**BTEC Entry Level Specialist qualifications** BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	**BTEC Entry Level qualifications (E3)** BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

Qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

June 20117

For information about Edexcel, BTEC or LCCI qualifications visit
qualifications.pearson.com

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