

SPECIFICATION

IAO Level 3 Certificate in Principles of Sales
Qualification Number: 600/1936/0



Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

Active Leisure	Health and Social Care
Business and Management	Hospitality and Catering
Childcare	IT
Employability	Logistics
Retail	Education and Training

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date www.innovateawarding.org

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is recognised as an awarding organisation by the qualifications regulator Ofqual (England).

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800
Email: contactus@innovateawarding.org

“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. ”

Qualification summary

Qualification Accreditation Number (QAN)	600/1936/0
Qualification review date	31 st December 2020
Guided Learning Hours (GLH)	Minimum 119 hours
Total Qualification Time (TQT)	160 hours
RQF level	3
Qualification credit value	16 credits
Minimum credits at/above level	12 credits
Assessment requirements	<p>Portfolio of Evidence</p> <p>This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).</p>
Aims and objectives of the qualification	<p>The Level 3 Certificate in Principles of Sales (RQF) is for individuals with existing knowledge and skills of the sales environment, who are looking to build on this knowledge and skills to progress their careers in the sales sector. This qualification equips Learners with a comprehensive range of sales skills and opportunity to further develop an understanding of sales principles and the sales environment, and a greater autonomy in sales related activities.</p>
Entry guidance	<p>There are no formal entry requirements for this qualification. This qualification is suitable for those who work in junior sales positions across a variety of sales related industries. Roles may include competitor analysis, online sales, sales queries and supporting a field sales team or internal senior sales professionals</p>
Progression opportunities	<p>Learners who achieve this qualification could progress into or within employment in a number of areas, and/or continue their study in the same work in a variety of sales industries. Sales skills are required in a wide range of roles including;</p> <ul style="list-style-type: none"> • Sales representative • Membership sales • Contact centre team leader • Customer service assistant/manager • Retail assistant/manager • Travel agent

Funding

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/skills-funding-agency>

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and Appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose. All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Credit values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1 credit represents 10 notional learning hours**

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

RQF terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding bodies.

QUALIFICATION STRUCTURE

Learners must achieve 16 credits in total: 12 credits from Mandatory Units Group A and a minimum of 4 credits from Optional Group B units. At least 2 credits must be at Level 3.

The total Guided Learning Hours (GLH) for this qualification is 119 hours.

The Total Qualification Time (TQT) for this qualification is 160 hours.

Unit Structures

Mandatory and optional units are listed below.

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
F/502/8206	Understanding legal, regulatory and ethical requirements in sales or marketing	2	2	15
J/502/8207	Understanding the sales environment	3	2	15
J/502/8210	Understanding sales techniques and processes	3	4	30
D/601/7644	Principles of personal responsibilities and how to develop and evaluate own performance at work	3	4	32

Optional Units

Unit ref	Unit title	Level	Credit value	GLH
L/502/8208	Understanding sales targets	2	2	13
R/502/8209	Understanding business awareness in sales	2	2	11
L/502/8211	Principles of presentations and demonstrations in sales	2	2	15
A/502/8219	Principles of selling at trade fairs and exhibitions	2	2	18
J/502/8224	Customer service in sales	2	3	25
F/502/8223	Understanding the relationship between sales and marketing	3	3	21
Y/502/8227	Principles of online selling	3	3	24
H/502/8232	Understanding customers' creditworthiness for sales purposes	3	2	16
M/502/8234	Competitor analysis in the sales environment	3	2	20

Title:	F/502/8206 Understanding legal, regulatory and ethical requirements in sales or marketing
Level:	2
Credit Value:	2
GLH:	15
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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
Additional information	
N/A	

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	J/502/8207 Understanding the sales environment
Level:	3
Credit Value:	2
GLH:	15
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand customer groups in the sales environment	1.1 Describe the motivations and behaviours of different customer groups 1.2 Explain the use of a customer segmentation strategy 1.3 Describe how to develop profiles for customer groups 1.4 Explain how to use information about customer groups to enhance sales performance
2. Understand sales communication techniques	2.1 Explain the characteristics of effective communication in a sales environment 2.2 Describe how to adapt communication techniques to meet the information needs of the target audience (colleagues and customers) 2.3 Explain the importance of confirming the audience's understanding of what has been communicated 2.4 Explain how to recognise "buying signals"
3. Understand time management in the sales environment	3.1 Explain the impact of effective time management on sales performance, profitability and the achievement of business objectives 3.2 Explain how to resolve conflicting priorities to ensure optimum efficiency 3.3 Explain the use of delegation in managing time and achieving efficiency objectives
Additional information	
N/A	

Unit aim (s)	This unit concerns understanding customer groups, sales communication techniques and time management in the sales environment
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	J/502/8210 Understanding the sales techniques and processes
Level:	3
Credit Value:	4
GLH:	30
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand buyer behaviour in sales situations	1.1 Explain the different roles within buyer decision-making processes 1.2 Describe the influences on buyer decision-making processes 1.3 Describe the impact of the buyer decision-making processes on sales techniques 1.4 Explain different methods of contacting customers, influencers and decision-makers at different stages of the buyer decisionmaking process 1.5 Explain the basis on which solutions are designed to meet the needs of buyers 1.6 Explain the concept and use of the value chain
2. Understand pricing for sales promotions	2.1 Describe the characteristics and uses of different types of pricebased promotions (including incentives and discounts) 2.2 Describe competitors' strategies to respond to price changes and price-based promotions 2.3 Describe how to develop a proposal for price-based promotions 2.4 Explain the basis for calculating affordability and profitability of price-based promotions 2.5 Explain the design and use of methods of measuring and evaluating the success of price-based promotions 2.6 Explain how to use sales opportunities resulting from pricebased promotions for higher volume and value sales
3. Understand the implementation of sales plans	3.1 Explain the importance of preparing for sales activities (face to face and telephone)

	<p>3.2 Describe how to identify the customer's/prospect's current situation, wants and needs</p> <p>3.3 Explain how to identify the nature of competitor behaviour that may affect the outcome of the sales activity</p> <p>3.4 Explain how the benefits of the product and/or service meet the customer's wants and needs</p> <p>3.2 Describe how to identify follow-up actions designed to address the strength of the prospect and the level of their interest</p>
4. Understand negotiation techniques in sales situations	<p>4.1 Explain the importance of preparing for negotiations</p> <p>4.2 Describe how to identify issues that prevent customers from agreeing to the sale</p> <p>4.3 Describe how to handle objections</p> <p>4.4 Explain the use of testimonials and evidence of the product's and/or service's strengths in making a sale</p> <p>4.5 Explain the use of the negotiating plan when making a sale</p> <p>4.6 Describe the impact of the limits of authority in negotiating agreements and deals</p>
Additional information	
N/A	
Unit aim (s)	This unit concerns understanding buyer behaviour in sales situations, pricing for sales promotions, the implementation of sales call plans and negotiation techniques in sales situations.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	D/601/7644 Principles of personal responsibilities and how to develop and evaluate own performance at work
Level:	3
Credit Value:	4
GLH:	32
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the employment rights and responsibilities of the employee and employer and their purpose	1.1 Identify the main points of contracts of employment and their purpose 1.2 Outline the main points of legislation affecting employers and employees and their purpose, including anti-discrimination and entitlement legislation 1.3 Identify where to find information on employment rights and responsibilities both internally and externally 1.4 Explain the purpose and functions of representative bodies that support employees 1.5 Explain 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 Explain 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
3. Understand how to manage own work	3.1 Explain the reasons for planning and prioritising own work 3.2 Identify ways of planning and prioritising own work 3.3 Explain the purpose of keeping other people informed about progress 3.4 Describe methods of dealing with pressure in a business environment

<p>4. Understand how to evaluate and improve own performance in a business environment</p>	<p>4.1 Explain the purpose of continuously evaluating and improving own performance in a business environment 4.2 Describe ways of evaluating and improving own performance in a business environment 4.3 Explain the purpose of encouraging and accepting feedback from others 4.4 Explain different types of career pathways and roles available</p>
<p>5. Understand the types of problems that may occur with own work and how to deal with them</p>	<p>5.1 Describe the types of problems that may occur with own work 5.2 Explain ways of dealing with problems that may occur with own work 5.3 Explain how and when to refer problems to relevant colleagues</p>
<p>6. Understand the decision making process</p>	<p>6.1 Explain key stages in the decision-making process 6.2 Explain the purpose of not exceeding own limits of authority in making decisions</p>
<p>Additional information N/A</p>	
<p>Unit aim (s)</p>	<p>This unit is about understanding one's own responsibilities for action in a business environment, including legislative and contractual responsibilities and ways of managing and evaluating own work effectively</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>N/A</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>N/A</p>

Title:	L/502/8209 Understanding sales targets
Level:	2
Credit Value:	2
GLH:	13
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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
Additional information	
N/A	

Unit aim (s)	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
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	R/502/8209 Understanding business awareness in sales
Level:	2
Credit Value:	2
GLH:	11
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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
Additional information	
N/A	
Unit aim (s)	This unit concerns understanding business issues in the sales environment, the importance of business news and the use of networking in sales.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A

Details of the relationship of the unit and relevant national occupational standards

N/A

Title:	L/502/8211 Principles of presentations and demonstrations in sales
Level:	2
Credit Value:	2
GLH:	15
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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

Additional information	
N/A	
Unit aim (s)	This unit concerns understanding how to prepare for and deliver a sales presentation or demonstration and the role of evaluating sales presentations/demonstrations.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	A/502/8219 Principles of selling at trade fairs and exhibitions
Level:	2
Credit Value:	2
GLH:	18
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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

Additional information	
N/A	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	J/502/8224 Customer service in sales
Level:	2
Credit Value:	3
GLH:	25
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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
4. Understand the importance of the brand and organisational reputation	<p>4.1 Describe the way in which customers' perceptions of organisations and their products and/or services influence buying decisions</p> <p>4.2 Explain the link between customers' previous experiences and their future likely buying intentions</p> <p>4.3 Explain how the presentation of products and/or services affects the perception of organisations</p>
5. Understand how to meet the customers' after sales service needs	<p>5.1 Explain how to ascertain customers' likely after sales needs</p> <p>5.2 Describe how to balance customers' needs with those of an organisation</p> <p>5.3 Explain the importance of fulfilling commitments made to customers in accordance with organisational quality, customer service standards and legislative requirements</p> <p>5.4 Explain the importance of keeping sales records up to date</p> <p>5.5 Explain the purpose of reviewing the quality and effectiveness of after sales service provision against customer feedback</p> <p>5.6 Describe how and when to negotiate alternatives, discounts and special offers in order to maintain the customer's loyalty</p>
Additional information	
N/A	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A

Details of the relationship of the unit and relevant national occupational standards	N/A
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Title:	F/502/8223 Understanding the relationship between sales and marketing
Level:	3
Credit Value:	3
GLH:	21
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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 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
Additional information N/A	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	Y/502/8227 Principles of online selling
Level:	3
Credit Value:	3
GLH:	24
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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

Additional information	
N/A	
Unit aim (s)	This unit concerns understanding how to plan online selling, implementation issues and evaluation processes for online selling.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	H/502/8232 Understanding customers' creditworthiness for sales purposes
Level:	3
Credit Value:	2
GLH:	16
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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 (e.g. 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

Additional information	
N/A	
Unit aim (s)	This unit concerns understanding the process of assessing customers' credit status and how customers' ongoing credit status is monitored.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	M/502/8234 Competitor analysis in the sales environment
Level:	3
Credit Value:	2
GLH:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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

	<p>4.3 Explain the use of competitor information in the formulation of sales proposals</p> <p>4.4 Explain who needs to know about competitor activity and why</p>
<p>Additional information</p> <p>N/A</p>	
<p>Unit aim (s)</p>	<p>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 is used.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>N/A</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>N/A</p>