

Qualification Handbook

BIIAB Level 3 NVQ Diploma in Sales

QN 601/6785/3

QW C00/0744/2

Version 3

Version and date	Change, alteration or addition	Section
Version 2, January 2017	Optional units CFAQ43 and CFAQ44 added	Rules of Combination and Structure
Version 3, January 2018	Updated throughout to remove reference to “QCF”	
	RoC updated with TQT figures	Rules of Combination

Table of Contents

1. About the BIIAB Level 3 NVQ Diploma in Sales	3
2. Objective and Purpose of this Qualification.....	3
3. About this Handbook	4
4. BIIAB Customer Service	4
5. What are Rules of Combination (ROC)?	5
6. BIIAB Level 3 NVQ Diploma in Sales Rules of Combination (ROC) and Structure	6
7. Age Restriction	9
8. Entry Requirements and Progression	9
9. Assessment	10
10. Initial Assessment and Induction	15
11. Resources	16
12. Design and Delivery.....	17
13. Format of Units	18
14. Initial Registration.....	19
15. Qualification Review and Feedback.....	20
16. Mandatory Units	20

1. About the BIIAB Level 3 NVQ Diploma in Sales

BIIAB is regulated to deliver this qualification by Ofqual, Qualifications Wales and CCEA Regulations in England, Wales and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)	Qualification Wales Approval/Designation Number
BIIAB Level 3 NVQ Diploma in Sales	601/6785/3	C00/0744/2

2. Objective and Purpose of this Qualification

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge and skills required to work effectively and flexibly within Sales at level 3.

Achievement of this qualification indicates competence. Alongside the BIIAB Level 3 Certificate in Principles of Sales, and Functional Skills and Employment Rights and Responsibilities, the qualification is designed to make up the component parts of the Apprenticeship in Sales & Telesales (Advanced level in England, Apprenticeship (level 3) in Wales, level 3 in Northern Ireland).

The primary purpose of the qualification is to confirm occupational competence.

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes, users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status, please contact BIIAB head office.

3. About this Handbook

This handbook has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.

The purpose of the handbook is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this handbook is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 3 NVQ Diploma in Sales Rules of Combination and Structure

To achieve the BIIAB Level 3 NVQ Diploma in Sales, learners **must** gain a **total of 37** credits. This **must** consist of:

- **Minimum total** credit: **37**
- Mandatory Group A **minimum** credit: **6**
- Optional Groups B and C **minimum** credit: **31**. This **must** consist of:
 - Optional Group B **minimum** credit: **18**
 - Optional Group C **maximum** credit of: **13**
- A **minimum of 22** credits **must** be achieved through the completion of units at **Level 3** and above.
- GLH: **210**
- TQT: **370**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
CFAQ10	F/502/8612	Negotiating, handling objections and closing sales	4	3	22	Portfolio
MS26	A/502/8561	Complying with legal, regulatory and ethical requirements in a sales or marketing role	2	2	13	Portfolio

Optional Group B

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
MS29	J/502/8594	Selling at exhibitions	5	2	28	Portfolio
CFAQ5	R/502/8601	Meeting customers' after sales needs	3	2	14	Portfolio
CFAQ50	F/502/8559	Time planning in sales	2	2	13	Portfolio
CFAQ11	R/502/8615	Obtaining and analysing sales-related information	4	3	24	Portfolio
MS34	H/502/8618	Obtaining and Analysing Competitor Information	3	3	18	Portfolio
CFAQ12	K/502/8622	Buyer behaviour in sales situations	3	3	27	Portfolio
MS68	L/502/8628	Pricing for sales promotions	5	3	34	Portfolio
MS69	L/502/8631	Preparing and delivering a sales presentation	4	3	28	Portfolio
MS70	D/502/8634	Developing and implementing sales call plans	3	3	22	Portfolio
MS71	K/502/8636	Assisting customers in obtaining finance for purchases	2	3	11	Portfolio
MS72	T/502/8638	Assessing customers' credit status	4	3	26	Portfolio
MS73	T/502/8624	Communicating using digital marketing/sales channels	4	3	26	Portfolio
CFAQ71	A/502/8639	Contributing to the development and launch of new products and/or services	4	3	26	Portfolio
CFAQ93	D/502/8651	Prioritising information for sales planning	3	4	20	Portfolio
MS74	M/502/8654	Monitoring and managing sales team performance	5	4	32	Portfolio
CFAQ92	A/502/8656	Developing sales proposals	5	4	30	Portfolio
MS75	F/502/8657	Building and retaining sales relationships	5	4	34	Portfolio
MS76	L/502/8659	Developing and implementing sales support and customer service programmes	5	4	35	Portfolio
MS77	H/600/9724	Communicate information and knowledge	3	2	10	Portfolio
CFAQ80	L/600/9586	Manage own professional development within an organisation	4	3	20	Portfolio
CFAQ43	H/600/9660	Develop working relationships with colleagues	3	2	15	Portfolio

Optional Group C

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
MS78	R/600/9587	Develop, maintain and review personal networks	4	4	25	Portfolio
CFAQ86	Y/600/9686	Lead and manage meetings	4	3	20	Portfolio
CFAQ72	Y/601/1230	Organise the delivery of reliable customer service	6	3	40	Portfolio
MS79	M/600/9676	Support learning and development within own area of responsibility	5	4	25	Portfolio
CFAQ70	T/502/8641	Leading a sales or marketing team	4	3	25	Portfolio
MS80	F/502/8643	Managing the induction and probation of sales staff	3	3	15	Portfolio
MS81	L/502/8662	Recruiting sales team members	4	4	23	Portfolio
CFAQ44	D/601/1553	Work with others to improve customer service	8	3	53	Portfolio

7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18
- 19+.

8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners **must** be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

Learners will maximise their chances of achievement if they first undertake the BIIAB Level 3 Certificate in Principles of Sales, which provides and assesses learners on the knowledge required to work in this area at this level.

The qualification is designed to equip learners with the opportunity to demonstrate competence in order to work effectively within Sales at this level. For learners who want to continue their learning at a higher level in this area the recommended progression route is to the BIIAB Level 4 Diploma in Management and Leadership. It also will allow for a number of progression routes into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- 601/678376/2 BIIAB Level 4 Diploma in Management and Leadership

9. Assessment

Overview of Assessment Strategy

The qualification contains competence units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor. Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- meet the assessment criteria
- achieve the learning outcomes.

Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

The Assessment Strategy has been designed by Skills CFA. While BIIAB has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current Skills CFA designed assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessors and quality assurers delivering, quality assuring and certificating the qualification. Centres should also refer to the full strategy available at www.skillsca.org.

Skills CFA assessment strategy

Requirements of Assessors, External and Internal Quality Assurers

Learners may be assessed, moderated or quality assured at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess learners' knowledge, behaviours and skills in a range of relevant activities and to ensure the evidence submitted by the learner meets the requirements of the assessment criteria. It is important that an assessor can recognise knowledge, competence and behaviours as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing learners. To assess learners, assessors **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess learners undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/quality assurer and should be supported by a qualified assessor throughout their training period.
- be 'occupationally competent'. Assessors **must** provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

Internal Quality Assurer (IQA) - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring. It will be the responsibility of the approved centre to select and appoint IQA's.

IQAs **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally quality assure competence-based assessments and learners. IQAs holding older qualifications **must** be able to demonstrate that they are internally quality assuring to the current standards.

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally quality assured, and know how they are applied in the workplace.
- demonstrate competent practice in internal quality assurance of assessment, and demonstrate understanding of the principles and practices of internal quality assurance of assessment, including the quality of assessment and the assessment process.

External Quality Assurer (EQA) - The primary responsibility of EQAs is to assure the quality of internal quality assurance and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally quality assuring.

EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to quality assure competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are quality assuring to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be quality assured, and know how they are applied in business.
- demonstrate competent practice in external quality assurance of assessment, and demonstrate understanding of the principles and practices of external quality assurance of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Skills CFA and awarding organisations require all assessors, moderators and quality assurers to maintain current competence to deliver these functions. Skills CFA recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Simulation

- Simulation can be applied to all units listed in Appendix B of the full Skills CFA assessment strategy.
- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE **must** provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in Appendix A of the full Skills CFA assessment strategy.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence

BIIAB expects most appeals from learners to be resolved within the centre. BIIAB will only consider a learners appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to www.biiab.org

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrices for the competence / NVQ units
- a Learner Summative Reflection
- Access to the units.

All of these resources are available for download via The Hub on centrezon.bii.org.

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via the Unit Pack on centrezon.bii.org

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

12. Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

13. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

14. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at centrezon.bii.org.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments **must** inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at centrezon.bii.org.

15. Qualification Review and Feedback

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, the assessment approach remains appropriate and that it remains valid and fit for purpose.

16. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please visit centrezone.bii.org.

Unit Title	Negotiating, handling objections and closing sales	
BIIAB Reference	CFAQ10	
Level	3	
Credit Value	4	
GLH	22	
Unit Reference No.	F/502/8612	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand how to handle objections and negotiate with the customer	1.1	Describe the scope of authority and responsibility when dealing with objections
	1.2	Identify the resources available to counter the sales objections
	1.3	Describe how to plan and prepare for negotiation
	1.4	Describe how to use testimonials to progress a sale
	1.5	Explain the advantages and disadvantages of different methods of closing a sale
	1.6	Explain organisational procedures for documenting the negotiated sale
2 Be able to prepare for objections and negotiation with the customer	2.1	Identify possible sales objections and appropriate responses prior to dealing with the customer
	2.2	Confirm authorisation to negotiate
	2.3	Prepare a negotiation plan that is capable of providing a mutually acceptable outcome
3 Be able to handle objections	3.1	Identify customer needs and wants in relation to objections by using a variety of questioning techniques
	3.2	Identify and prioritise customers' concerns
	3.3	Provide evidence to the customer of the strengths of the organisation's products or services
	3.4	Confirm with the customer that the objection(s) have been overcome
	3.5	Identify and respond to verbal and non-verbal buying signals in a way that is consistent with the nature of the signals

Unit Title	Negotiating, handling objections and closing sales	
BIIAB Reference	CFAQ10	
Level	3	
Credit Value	4	
GLH	22	
Unit Reference No.	F/502/8612	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
4 Be able to negotiate with the customer	4.1	Carry out negotiations according to negotiation plan
	4.2	Promote the benefits of what is being offered to the customer
	4.3	Explain to the customer when and why no further adjustment is possible
	4.4	Obtain support to progress negotiation that is outside own level of authority
5 Be able to close the sale following negotiation	5.1	Apply a trial close in accordance with the negotiation plan
	5.2	Respond to any further objections and concerns
	5.3	Identify and make use of potential add-on, up-selling or cross-selling opportunities
	5.4	Summarise agreements made in accordance with organisational procedures and close the sale

Unit Title	Complying with legal, regulatory and ethical requirements in a sales or marketing role	
BIIAB Reference	MS26	
Level	2	
Credit Value	2	
GLH	13	
Unit Reference No.	A/502/8561	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the legal, regulatory and ethical requirements in a sales or marketing role	1.1	Explain the legal requirements of a sales or marketing role
	1.2	Explain the regulatory requirements of a sales or marketing role
	1.3	Explain the ethical requirements of a sales or marketing role
	1.4	State organisational procedures for raising legal, regulatory and ethical concerns relating to a sales or marketing role
	1.5	Identify to whom non-compliance issues should be referred
	1.6	Explain when and how to refer legal, regulatory and ethical concerns to others
	1.7	Describe the possible consequence of non-compliance with legal, regulatory or ethical requirements
2 Be able to comply with organisational policies and procedures for legal, regulatory and ethical requirements in a sales or marketing role	2.1	Behave in a way that meets organisational ethical procedures, policies and standards
	2.2	Identify areas where legal, regulatory or ethical issues may arise
	2.3	Obtain advice on matters where legal, regulatory or ethical issues might exist
	2.4	Work within the limits of responsibility and authority in a sales or marketing role
	2.5	Report issues, problems and actions relating to legal, regulatory or ethical matters in the agreed format

Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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