BIIAB Level 2 Certificate in Principles of Sales

Level 2 Certificate - 601/6778/6

About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

Sources of Additional Information

The BIIAB Qualifications Limited website www.biiab.co.uk provides access to a wide variety of information.

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Version	Date	Details of Change
Version 2	May 2016	Assessment Methodology - Rules of Combination and Structure
Version 3	January 2018	Updated handbook throughout to remove reference to "QCF" - Front page, header, Section 1, 5, 8, 13
Version 3	January 2018	Updated RoC with TQT figures - Section 6
Version 3.1	November 2023	Reformatted Qualification Guide

Qualification Guidance

Contents

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Guidance

Qualification Summary

BIIAB Level 2 Certificate in Principles of Sales - 601/6778/6	

Qualification Purpose	To prepare for further learning or training by developing knowledge and/or skills in a subject area.

Age Range	**Pre 16** ✓	**16-18** ✓	**18+**	**19+** ✓

Regulation	The above qualification is regulated by Ofqual
Assessment	• Portfolio of Evidence • Practical Demonstration/Assignment
Type of Funding Available	See FaLa (Find a Learning Aim)
Qualification/Unit Fee	See BIIAB Qualifications Limited web site for current fees and charges
Grading	Pass/Fail To achieve a Pass grade, learners **must** achieve all the Learning Outcomes and Assessment Criteria in all the units completed
Operational Start Date	01/09/2015
Review Date	31/07/2025
Operational End Date	
Certification End Date	
Guided Learning (GL)	131 hours
Total Qualification Time (TQT)	180 hours
Credit Value	18
BIIAB Qualifications Limited Sector	Business Support
Ofqual SSA Sector	15.4 Marketing and Sales
Support from Trade Associations	
Administering Office	See BIIAB Qualifications Limited website

About the BIIAB Level 2 Certificate in Principles of Sales

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. 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)
BIIAB Level 2 Certificate in Principles of Sales	601/6778/6

Objective and Purpose of this Qualification

This qualification will help learners to develop the knowledge needed in Sales. It is relevant for those who are currently employed, or are looking to become more employable, for example as a Trainee Sales Advisor, Telesales Operator or Junior Sales Executive. This qualification focusses on the knowledge required in Sales roles and forms the knowledge component of the Intermediate Apprenticeship in Sales and Telesales in England, Wales and Northern Ireland. Apprentices will also need to complete the BIIAB Level 2 NVQ Certificate in Sales and Functional Skills in English and Maths (or Essential Skills in Wales and Northern Ireland).

The primary purpose of the qualification is to prepare for further learning or training by developing knowledge and/or skills in a subject area. However, employers can also rely on the knowledge provided as meeting nationally recognised standards for Sales at this level.

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 Qualifications Limited head office.

About this Guidance

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

The purpose of the guidance 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 guidance is updated, centres will be notified by BIIAB Qualifications Limited.

BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via www.biiab.co.uk

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 Support Contact Details: 0115 854 1620

Email: CustomerSupport@biiab.co.uk

Our Customer Support 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

What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), 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 groups 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 Qualifications Limited 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.

BIIAB Level 2 Certificate in Principles of Sales Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Certificate in Principles of Sales learners **must** gain a **total of 18** credits. This **must** consist of:

- **Minimum total** credit: **18**
- Mandatory Group A **minimum** credit: **14**
- Optional group B **minimum** credit**: 4**
- A **minimum of 18** credits **must** be achieved through the completion of units at **Level 2** and above.
- Guided Learning hours (GLH): **131** hours
- Total Qualification Time (TQT): **180** hours

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	Level	Credit	GLH	Assessment Method
MS4	T/502/8204	Understanding the sales environment	2	3	20	Assessment Knowledge Module (AKM)
MS13	A/502/8205	Understanding sales techniques and processes	2	5	40	Assessment Knowledge Module (AKM)

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
MS1	F/502/8206	Understanding legal, regulatory and ethical requirements in sales or marketing	2	2	15	Assessment Knowledge Module (AKM)
CCO3	L/601/7638	Principles of personal responsibilities and working in a business environment	2	4	32	Assessment Knowledge Module (AKM)

Optional Group B

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
MS5	L/502/8208	Understanding sales targets	2	2	13	Assessment Knowledge Module (AKM)
MS6	R/502/8209	Understanding business awareness in sales	2	2	11	Assessment Knowledge Module (AKM)
MS7	L/502/8211	Principles of presentations and demonstrations in sales	2	2	15	Assessment Knowledge Module (AKM)
MS8	A/502/8219	Principles of selling at trade fairs and exhibitions	2	2	18	Assessment Knowledge Module (AKM)
MS9	J/502/8224	Customer service in sales	2	3	25	Assessment Knowledge Module (AKM)
MS2	F/502/8223	Understanding the relationship between sales and marketing	3	3	21	Assessment Knowledge Module (AKM)
MS10	Y/502/8227	Principles of online selling	3	3	24	Assessment Knowledge Module (AKM)

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
MS11	H/502/8232	Understanding customers' creditworthiness for sales	3	2	16	Assessment Knowledge Module (AKM)
MS12	M/502/8234	Competitor analysis in the sales environment	3	2	20	Assessment Knowledge Module (AKM)

Barred units	
This unit	**Is barred against this unit**
MS7 Principles of presentations and demonstrations in sales (L/502/8211)	MS8 Principles of selling at trade fairs and exhibitions (A/502/8219)

Age Restriction

This qualification is appropriate for use in the following age ranges:

- Pre 16
- 16-18
- 19+

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.

This qualification is designed to equip learners with the knowledge to work effectively within Sales at this level.

Assessment

Overview of assessment strategy

The qualification contains a mixture of competence and knowledge units. These units are respectively assessed by both Portfolio and by Assessment Knowledge Modules (AKMs) externally set by BIIAB Qualifications Limited. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB

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External Quality Assurer (EQA). Competence units are assessed following NVQ principles.

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB Qualifications Limited for details of the Centre Devised Assessment process and procedure.

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

All assessment must adhere to the current Skills CFA 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 assessor, verifiers delivering, quality assuring and certificating the team building qualification.

Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence 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 candidates. To be able to assess candidates, assessors must:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates 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/verifier 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 verifying. 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 verify competence-based assessments and candidates. IQAs holding older qualifications must be able to demonstrate that they are verifying 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 verified, and know how they are applied in business.

- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

External Quality Assurer (EQA) - The primary responsibility of EQAs is to assure quality of internal verification 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 verifying.

EQAs **must**:

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

OR

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- 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 verified, and know how they are applied in business.

- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification 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 verifiers to maintain current competence to deliver these functions. BIIAB Qualifications Limited 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.

Assessment of the Knowledge Units

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- Professional discussion
- Learner reflective accounts
- Question and answer
- Assignments and projects.

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs **must** ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

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

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to https://biiab.co.uk/policies-and-procedures/

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 Qualifications Limited 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.

Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Assessment Knowledge Modules (AKMs) for assessing specific units
- Assessor Guidance for assessing specific units
- a Summative Reflective account
- Access to the units.

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All of these resources are available on request.

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. BIIAB Qualifications Limited includes the mandatory units within this guidance document.

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.

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 forms part of the delivery.

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

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 GL, will include the estimated number of hours spent 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.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learners' needs.

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 guidance document 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 Qualifications Limited also assign unique unit numbers which 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.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could

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reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

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.

Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at https://www.biiab.co.uk/policies-and-procedures/

BIIAB Qualifications Limited is committed to ensure that:

- approved centres operate an equal opportunities policy
- approved centres communicate the policy to staff and learners

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- 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 Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at https://www.biiab.co.uk/policies-and-procedures/

Qualification Review and Feedback

BIIAB Qualifications Limited 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 Qualifications Limited 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, assessment approach remains appropriate and that it remains valid and fit for purpose.

Mandatory Units

The following units are mandatory for this qualification.

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Understanding the sales environment

Unit Reference	T/502/8204
BIIAB Reference	MS4
Level	2
Credit Value	3
Guided Learning (GL)	20
Unit Summary	The purpose of this unit is to provide the learner with the knowledge of the sales market, different types of business focus, how to manage time and the use of IT in sales.
Learning Outcomes (1 to 5) The learner will:	**Assessment Criteria (1.1 to 5.5)** The learner can:
1. Understand the sales market	1.1 Describe the characteristics of the sales market (e.g. 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
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

Understanding sales techniques and processes

Unit Reference	A/502/8205
BIIAB Reference	MS13
Level	2
Credit Value	5
Guided Learning (GL)	40
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the sales cycle, the buyer decision making process and how to generate and qualify sales leads. Also, how to sell by inbound and outbound phone call, selling face to face and how to close a sale.
Learning Outcomes (1 to 8) The learner will:	**Assessment Criteria (1.1 to 8.7)** The learner can:
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
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
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

Understanding legal, regulatory and ethical requirements in sales or marketing

Unit Reference	F/502/8206
BIIAB Reference	MS1
Level	2
Credit Value	2
Guided Learning (GL)	15
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to be able to understand an organisation's procedures for dealing with legal, regulatory and ethical requirements and the limits of the sales or marketing role.
Learning Outcomes **(1 to 2)** The learner will:	**Assessment Criteria** **(1.1 to 2.5)** 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

Principles of personal responsibilities and working in a business environment

Unit Reference	L/601/7638
BIIAB Reference	CCO3
Level	2
Credit Value	4
Guided Learning (GL)	32
Unit Summary	The purpose of this unit is to provide the learner with the knowledge of the principles of personal responsibilities and working in a business environment.
Learning Outcomes (1 to 7) The learner will:	**Assessment Criteria (1.1 to 7.3)** The learner can:
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
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