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Level 3 Award in Advanced Sales and Marketing (3A11)

(500/3640/3)

Level 3 Certificate in Advanced Sales and Marketing (3C11)

(500/3645/2)

Level 3 Diploma in Advanced Sales and Marketing (3D11)

(500/3530/7)

Syllabus

Programme Overview

This is a full programme based on sales and marketing at operational level. The course aims to cover the theoretical and practical sales and marketing knowledge required by aspiring sales professionals and sales professionals and to enable them to succeed in the workplace.

Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and addresses problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study.

Units 1, 2 and 3 are mapped against the relevant Marketing and Sales Standards Setting Body (MSSSB) standards and the following Qualifications and Curriculum Authority (QCA) Key Skills criteria:

- Application of number
- Communication
- Improving own learning and performance
- Information and communication technology
- Problem solving
- Working with others

The Level 3 Award can be achieved by completing Unit 2 (of 30 guided learning hours and 60 notional learning hours).

The Level 3 Certificate can be achieved by completing Units 1 and 2 (each of 30 guided learning hours and 60 notional learning hours).

The Level 3 Diploma can be achieved by completing Units 1, 2 and 3 (each of 30 guided learning hours and 60 notional learning hours), plus successful completion of Unit 4, a summative externally assessed Investigative Project (of 10 guided learning hours, and 10 notional learning hours).

Aims and Objectives

The Level 3 Award, Certificate and Diploma in Advanced Sales and Marketing aims to give potential sales people or practising sales executives the theory and practical application required for their formal development in a professional sales role. The course has two primary objectives:

- to assist entrants in gaining the theoretical knowledge required by sales professionals to succeed in the workplace
- to develop practical sales and marketing skills

Entry Requirements

Entrants at Level 3 will normally be either aspiring or practising sales professionals. Whilst there are no formal educational requirements, entrants should have a background that will enable them to benefit from the course. This is likely to be Level 2 Key Skills Communication and Level 2 Key Skills Numeracy, or their equivalent, including an ISMM Level 2 qualification. Where intending learners do not have this level of literacy and numeracy, Centres may provide support prior to the start of the course. Sponsored and unsponsored learners are equally eligible.

Age Groups

The Level 3 Award, Certificate and Diploma have been approved for use with the following age groups:

- 16-19
- 19+

Progression

Successful candidates may benefit from career enhancement or may progress to any of the further qualifications listed below, according to their circumstances:

- ISMM Level 4 Award, Certificate and/or Diploma in Operational Sales Management.
- ISMM Level 5 Award, Certificate and/or Diploma in Sales, Account or Sales and Account Management
- ISMM Level 6 Award, Certificate and/or Executive Diploma in Strategic Sales and Account Management
- MA in Sales Management
- MSc in Sales Management
- any other qualification at a suitable level within or outside the National Qualifications Framework

Structure

The Level 3 qualification is made up of four Units:

- **Unit 1: Marketing for Sales Executives**, which covers the marketing knowledge essential for sales executives
- **Unit 2: Selling Skills for Sales Executives**, which covers the sales cycle and underpinning sales skills
- **Unit 3: Supporting Skills for Sales Executives**, which covers the skills sales executives need to acquire to be effective in their role
- **Unit 4: Investigative Project**

Candidates completing Unit 2 successfully will gain the ISMM Level 3 Award in Advanced Sales and Marketing

Candidates completing Units 1 and 2 successfully will gain the ISMM Level 3 Certificate in Advanced Sales and Marketing

Candidates completing Units 1, 2, 3 and 4 successfully will gain the ISMM Level 3 Diploma in Advanced Sales and Marketing

ISMM Level 3 Qualification Overview

	Unit 1 30 GLH	Unit 2 30 GLH	Unit 3 30 GLH	Unit 4 10 GLH	Total GLH
ISMM L3 Award in Advanced Sales and Marketing		✓			30
ISMM L3 Certificate in Advanced Sales and Marketing	✓	✓			60
ISMM L3 Diploma in Advanced Sales and Marketing	✓	✓	✓	✓	100

Learning and Development

The total guided learning hours for the Diploma programme are 100 (30 for the Award programme; 60 for the Certificate programme). Assessment time and self-study would be additional to this time.

The total notional learning hours for the Diploma programme are 370 (60 for the Award programme; 130 for the Certificate programme).

Flexible modes of delivery to suit the requirements of participants, sponsors and Centres may be used. These may include elements of open, distance and/or online learning.

Assessment

Each candidate wanting to achieve the Diploma must complete, to a national standard:

Three internally marked, externally moderated assignments (IMA), each worth 20% of the maximum mark for the qualification.

An Investigative Project (IP) an externally marked assignment (EMA), worth 40% of the maximum mark for the qualification.

Any live work task that meets the assessment criteria would be acceptable and would not require the candidate to redo specifically for assessment. The tutor would be required to verify the authenticity of this evidence with the candidate before submitting the marks for it.

Grading

The four Units making up the Level 3 qualification are each graded Distinction/Merit/Pass/Fail.

The overall Award, Certificate and Diploma are graded Distinction/Merit/Pass/Fail.

Equality of Opportunity

The ISMM endeavours both in setting the structure and content of qualifications, and in its processes and arrangements for assessment and awarding, to:

- ensure access and equality of opportunity wherever possible without affecting the integrity of the qualification;
- not create unnecessary barriers to achievement;
- guarantee fair assessment for all candidates, including those with particular assessment requirements.

Centres should refer to the latest copy of the ISMM Qualification Administration Handbook for guidance on arrangements for reasonable adjustments and special consideration.

Where work is externally marked, any special circumstances should be notified to the ISMM using the Special Consideration form. The advice of the ISMM should be sought as early as possible in the course.

Unit 1 Marketing for Sales Executives

Introduction

This module provides a basic grounding in marketing concepts for sales executives.

Aims of the Unit

After studying this Unit, candidates should be able to:

- 1 Identify the different orientations an organisation may choose in its approach to the market
- 2 Explain the need for marketing research for sales and marketing decision making and describe the tools of marketing research
- 3 Explore key influences on consumer and industrial buying behaviour
- 4 Identify customer groups through marketing segmentation
- 5 Identify the needs and role of the salesperson with regard to issues in the marketing mix and services mix
- 6 Describe the role of the salesperson in delivering customer service

Assessment

The Unit will be assessed by written assessment, possibly in the form of an outline report

This Unit will cover 20% of the overall assessment for the Diploma and 50% of the overall assessment for the Certificate.

Rationale

Students are encouraged to develop their learning throughout the duration of the Unit. The Unit starts with an investigation into possible orientations for organisations, covering product, production, selling and marketing orientations. The role of the salesperson in gathering information will be explored, along with the relevance to salespeople of key marketing research methods. The buying behaviour of customers will be investigated in consumer and business contexts. The needs and role of the salesperson in the formulation of an appropriate marketing and services mix is examined.

Unit 1 Marketing for Sales Executives

Learning outcomes

On completion of this Unit the candidate should be able to:

1.1 Identify the business orientations an organisation may choose in its approach to the market

1.2 Explain the need for marketing research to make sales and marketing decisions, and the role of the sales person in carrying out marketing research

1.3 Describe the generic tools of marketing research and the practical application of marketing tools by salespeople

Indicative content

1.1.1 Business orientations:

- Product
- Production
- Sales
- Marketing

1.2.1 The need for marketing research
Uses of information to make sales and marketing decisions
Role of the sales person in carrying out research:

- Market sensing
- Market intelligence
- Eyes and ears of the organisation
- Building a network of contacts

1.3.1 Research types:

- Secondary
- Primary
- Qualitative
- Quantitative

Unit 1 Marketing for Sales Executives

Learning outcomes

On completion of this Unit the candidate should be able to:

Indicative content

1.4	To explore the key influences on consumer and industrial buying behaviour.	1.3.2	Types of research for salespeople: <ul style="list-style-type: none">• Sales research• Product research• Price research• Place research• Promotion research
1.5	Identify customer groups through market segmentation	1.4.1	Consumer buying behaviour DMU <ul style="list-style-type: none">• DMP• Influences on consumer buying behaviour
		1.4.2	Industrial buying behaviour DMU <ul style="list-style-type: none">• DMP• Influences on industrial buying behaviour
		1.5.1	Basic principles of segmentation The role of the salesperson in identifying customer groups The value of segmentation to the sales force
		1.5.2	Consumer segmentation bases <ul style="list-style-type: none">• Geographic• Demographic• Lifestyle• Benefits sought

Unit 1 Marketing for Sales Executives

Learning outcomes

On completion of this Unit the candidate should be able to:

Indicative content

		1.5.3	Industrial segmentation bases <ul style="list-style-type: none">• Geographic• Size• Standard Industry Classification Code• Industry type of purchaser
1.6	Identify the needs and role of the salesperson with regard to product issues in the marketing mix	1.6.1	The marketing mix – Product <ul style="list-style-type: none">• Definition of product – the product model (core, tangible, augmented, potential)• The Product Life Cycle• The New Product Development process
1.7	Identify the needs and role of the salesperson with regard to pricing in the marketing mix	1.7.1	The marketing mix – price <ul style="list-style-type: none">• Definition of price (the only P which earns revenue)• Factors affecting setting the price• Basic pricing methods
1.8	Identify the needs and role of the salesperson with regard to place issues in the marketing mix	1.8.1	The marketing mix – place <ul style="list-style-type: none">• Definition of place (channel and physical place)• Levels of channels• Types and role of intermediaries

Unit 1 Marketing for Sales Executives

Learning outcomes

On completion of this Unit the candidate should be able to:

1.9 Identify the needs and role of the salesperson with regard to promotion issues in the marketing mix

1.10 Identify the needs and role of the salesperson with regard to issues in the services mix: people, processes and physical evidence

1.11 Describe the role of the salesperson in delivering customer service

Indicative content

1.9.1 The marketing mix – promotion

- Definition of promotion
- Targets for promotion
- Communication model (sender, receiver, feedback, noise)
- Hierarchy of response model: AIDA
- Push and pull promotional methods

1.9.2 The promotional sub mix:

- Advertising
- Sales promotion
- Direct marketing
- Public relations
- Personal selling
- Sponsorship
- Events
- The internet
- Sales literature, brochures, presenters
-

1.10.1 Overview of the needs and role of the sales person in issues relating to people

1.10.2 Overview of the needs and role of the salesperson in relation to processes

1.10.3 Overview of the needs and role of the salesperson in issues relating to the provision of physical evidence

1.11.1 Customer service
Handling complaints

Unit 1 Assessment

This Unit is assessed by a written assignment in the form of an outline report or other appropriate format

It is internally marked and externally moderated

Word limit: 2000 words

50% of maximum mark for the Certificate

20% of maximum mark for the Diploma

Unit 2 Selling Skills for Sales Executives

Introduction

This Unit provides an outline of the nature of selling and the qualities of salespeople. It describes sales practice in the sales cycle and the skills required by salespeople to successfully carry out the sales cycle.

Aims of the Unit

After studying this Unit, candidates should be able to:

- 1 Describe the organisational relationship between marketing and sales
- 2 Discuss the nature of selling and the role, characteristics and qualities of the salesperson in different selling contexts
- 3 Explore the opportunities and limitations for sales people created by fundamental consumer law in sales and marketing
- 4 Outline how the salesforce may be organised
- 5 Compare and contrast different selling contexts and the role, characteristics and qualities of the salesperson in these different sales contexts
- 6 Describe and explore the sales cycle within the context of the student's own or other chosen organisation
- 7 Explore and demonstrate well-developed sales skills
- 8 Explore the negotiation process

Assessment

The Unit will be assessed by a sales role play **or** a written report on an aspect of selling. The Unit represents 20% of the overall assessment for the Diploma, 50% of the overall assessment for the Certificate and 100% of the overall assessment for the Award.

Rationale

Students are encouraged to develop their learning throughout the duration of the Unit. Having established a framework for effective marketing practice in Unit 1, Unit 2 locates the nature of sales and salespeople, sales organisation and practice within the marketing-oriented organisation. Current ethical and legislative issues for sales people will be outlined. The Unit focuses on the applied aspects of sales practice, with students considering a variety of typical sales contexts and the skills required to succeed in those contexts. The sales cycle is explored to give a theoretical underpinning for practical selling situations, with students expected to demonstrate an understanding of both the theory of the sales cycle and the practical skills required for effective personal selling, in both consumer and business contexts.

Unit 2 Selling Skills for Sales Executives

Learning outcomes

On completion of this Unit the candidate should be able to:

- 2.1** Describe the organisational relationship between marketing and sales practices

- 2.2** Discuss the nature of selling and the role, characteristics qualities of the sales person

- 2.3** Explore the opportunities and limitations for salespeople created by fundamental Consumer Law in sales and marketing

Indicative content

- 2.1.1** Describe the organisational relationship between marketing and sales practices;
Define selling and its importance to the marketing-led organisation;
The role of the sales person in a marketing-oriented company.

- 2.2.1** The nature of selling;
Negative images and stereotypes of selling (hard selling, miss-selling, bribery);
Positive images of selling;
Overview of the ethics of selling.
- 2.2.2** The qualities of the salesperson:
Knowledgeable, honest, helpful, reliable, motivated

- 2.3.1** Fundamental legislation (*Enterprise Act 2002, Fair Trading Act 1973, Consumer Protection Act 1987, Data Protection Act 1998, Supply of Goods and Services Act 1982*);
Contract law;
Health and safety legislation;
Industry Codes of conduct;
Any other current industry legislation.

Unit 2 Selling Skills for Sales Executives

Learning outcomes

On completion of this Unit the candidate should be able to:

- 2.4** Outline how the sales force may be organised
- 2.5** Compare and contrast different selling contexts and the role, characteristics and qualities of the salesperson in these different sales contexts

Indicative content

- 2.4.1** An outline of how the salesforce may be organised; Individual and team territories designed to meet organisational targets and customer needs
- Geographic organisation
 - Product organisation
 - Key accounts
- 2.5.1** Different roles of the salesperson:
- order takers
 - order getters
 - order creators
- 2.5.2** Compare and contrast the role, qualities, characteristics of the salesperson in the following contexts:
- direct (face to face) selling
 - trade selling
 - retail selling
 - inbound and outbound telephone selling
 - new business selling and existing (repeat business) customers
 - key accounts
 - selling at trade fairs, exhibitions and conferences

Unit 2 Selling Skills for Sales Executives

Learning outcomes

On completion of this Unit the candidate should be able to:

- 2.6** Describe and explore the sales cycle within the context of your own or an other chosen organisation

Indicative content

- 2.6.1** Pre-sale:
- Prospecting
 - Targeting customers
 - Making appointments
 - Diary planning
 - Researching individual customers
 - Personal preparation
 - Setting objectives for the sales call
- 2.6.2** Sale:
- Breaking the ice and building rapport
 - Identifying needs through questioning
 - Presenting a sales proposal
 - Handling objections
 - Negotiating agreement
 - Closing
- 2.6.3** Post-sale:
- Processing the order
 - Delivery / hand over
 - Customer follow-up
 - After sales service
 - Gaining referrals and recommendations
 - Identifying repeat selling opportunities
 - Self analysis and seeking feedback

Unit 2 Selling Skills for Sales Executives

Learning outcomes

On completion of this Unit the candidate should be able to:

2.7 Explore and demonstrate well-developed sales skills

2.8 Explore the negotiation process

Indicative content

2.7.1 Body language:

- Introducing yourself
- Handshakes
- Eye contact

2.7.2 Questioning and listening:

- Open and closed questions
- Active listening
- Paraphrasing

2.8.1 The negotiation process

- Like
- Intend
- Must

Unit 2 Assessment

This Unit is assessed by either:

A sales role play (Option A)

or

A 2000-word written report (Option B) on a topic set by the ISMM.

Both assignments are internally marked and externally moderated

100% of the maximum mark for the Award

50% of maximum mark for the Certificate

20% of maximum mark for the Diploma

Unit 3 Supporting Skills for Sales Executives

Introduction

This Unit covers the skills sales executives need to acquire to be effective in their role. Students are encouraged to reflect on their sales performance and supporting sales practices, then make plans for their continuing professional development and constant improvement as a salesperson.

Aims of the Unit

After studying this Unit, candidates should be able to:

- 1 Analyse key personal strengths and weaknesses, opportunities and threats as a salesperson
- 2 Explore the supporting skills needed to be a successful salesperson in the current market context
- 3 Discuss the personal communication skills required for building relationships internally and externally to achieve sales
- 4 Identify the written communication skills required by salespeople
- 5 Identify the administration skills required by salespeople
- 6 Identify and demonstrate the presentation skills required by salespeople
- 7 Explain the time management skills required by salespeople
- 8 Explore personal motivation and self belief
- 9 Create a curriculum vitae (resumé)
- 10 Create a personal action plan

Assessment

The Unit will be assessed by a portfolio containing a SWOT, CV and personal action plan and represents 20% of the overall assessment for the Diploma.

Rationale

This Unit builds on the marketing and sales practices outlined in the previous two Units by exploring the skills sales executives need to be effective in their sales practice: skills in communication, administration, presenting to individuals and small groups, and time management. Students are encouraged to begin the development of analytical skills by preparing a personal SWOT analysis, and the development of planning skills by preparing a personal action plan to address the issues uncovered in their SWOT. Students will also prepare or improve their curriculum vitae to support their career progression.

Unit 3 Supporting Skills for Sales Executives

Learning outcomes

On completion of this Unit the student should be able to:

- 3.1** Analyse key personal strengths and weaknesses, opportunities and threats as a salesperson
- 3.2** Explore the supporting skills needed to be a successful salesperson in the current market context

- 3.3** Discuss the personal communication skills required for building relationships internally and externally to achieve sales

- 3.4** Identify the written communication skills required by salespeople

Indicative content

- 3.1.1** Carry out a personal SWOT analysis

- 3.2.1** Explore the supporting skills needed to be a successful salesperson in the current market context:
 - communication
 - administration
 - presentation skills
 - time management

- 3.3.1** Describe the personal communication skills of successful salespeople for building relationships
- 3.3.2** Internal communication and relationships
 - with the sales team
 - with support staff
 - with managers
- 3.3.3** External communication and relationships:
 - with customers relationship selling
 - with suppliers or other stakeholders

- 3.4.1** Written communication:
 - Memos
 - Letters
 - Reports

Unit 3 Supporting Skills for Sales Executives

Learning outcomes

On completion of this Unit the student should be able to:

Indicative content

		3.4.2	Electronic communication: <ul style="list-style-type: none">• E-mail• Telephone• Text messages• Internet• EPOS• EDI
3.5	Identify the administration skills required by salespeople	3.5.1	Sales administration <ul style="list-style-type: none">• Proposals and quotations• Securing finance• Sales orders• Delivery paperwork• Electronic order management and sales information systems
3.6	Identify and demonstrate the presentation skills required by salespeople	3.6.1	Presentation skills for presentations to individuals and small groups <ul style="list-style-type: none">• Controlling the space• Style and manner• Body language• Audio visual aids• Demonstrating products• Taking questions

Unit 3 Supporting Skills for Sales Executives

Learning outcomes

On completion of this Unit the student should be able to:

3.7 Explain the time management skills required by salespeople

3.8 Explore personal motivation and self belief

3.9 Create a curriculum vitae

3.10 Create a personal action plan

Indicative content

3.7.1 Time management:

- Diary planning
- Route planning
- Prioritising tasks

3.8.1 Motivating individuals:

- Maslow's hierarchy of needs
- Remuneration, rewards and incentives as motivators

3.8.2 Self belief

Role models

Seeking feedback to improve own performance

3.9.1 Curriculum vitae

3.10.1 Personal action plan

Unit 3 Assessment

This Unit is assessed by a preparation of a portfolio of personal documents by each student.

It is internally marked and externally moderated.

20% of maximum mark for the Diploma

Unit 4 Investigative Project

Introduction

This Unit is designed to assess learning across all previous Units.

Aims of the Unit

After studying this Unit, candidates should be able to:

- 1 Integrate their learning from all previous Units
- 2 Explore issues detailed in specified Learning Outcomes, within the context of their chosen organisation, through the application of relevant tools and models within the syllabus.
- 3 Demonstrate their written business communication skills.

Assessment

The Unit will be assessed by an externally marked Investigative Project (IP) and represents 40% of the overall assessment for the Diploma.

Rationale

Candidates are encouraged to review, revise and reflect upon their learning throughout the duration of the course, and integrate their learning during their exploration of the IP topics in relation to their own organisation. Tutors guiding their candidates through this process may find that it is during the time allowed for the IP assessment that students make links between individual Units and begin to be able to use the theories and models they have learned in a practical and useful way. Candidates should seek feedback and tutorial guidance at regular intervals to check their progress during the assessment period.

Unit 4 Investigative Project

<i>Learning outcomes</i>	<i>Indicative content</i>
On completion of this Unit the student should be able to:	
4.1 Integrate learning from Units 1, 2 and 3.	4.1.1 Review and reflect upon learning and understanding gained from Units 1, 2 and 3
4.2 Explore specific syllabus issues in relation to a chosen organisation	4.2.1 Select and use appropriate theories and models from the syllabus Units that to address the issues detailed in the assignment brief
4.3 Demonstrate written business communication skills	4.3.1 Produce a coherent report, in line with the accepted conventions of business writing

Unit 4 Assessment

Learning from all Units will be assessed by the IP. Different learning outcomes will be selected for assessment in each assessment session.

The assignment will be issued and submitted on set dates, published in the ISMM assessment calendar.

The assignment will be externally marked.

The EMA should be based on the candidate's own organisation or one known to them

Word limit: 3000 words

40% of maximum mark for the Diploma.