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Level 2 Certificate in Sales and Marketing (2C11)

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Syllabus

Programme Overview

The Certificate is a full programme based on basic knowledge and skills for the sales role in a customer-focused organisation.

Candidates can choose whether they wish to study for the Certificate immediately or whether they would prefer to start with the Award, gain the credits, and go on to the Certificate later.

Achievement at Level 2 reflects the ability to gain a good knowledge and understanding and to perform varied tasks with some guidance or supervision.

The syllabus states the Learning Outcomes and Indicative Content for each unit of the course.

The unit is mapped against the relevant Marketing and Sales Standards Setting Body (MSSSB) standards and against the following Qualifications and Curriculum Authority (QCA) Key Skills criteria:

- Communication (C)
- Application of number (N)
- Information technology (IT)
- Working with others (WO)
- Improving own learning and performance (LP)
- Problem solving (PS)

Structure

Candidates completing Units 1 and 2 successfully will receive the **ISMM Level 2 Certificate in Sales and Marketing**.

The Certificate in Sales and Marketing consists of 2 units (Units 1 and 2), one of which is common to the Award.

Guided Learning Hours (GLH) and Notional Learning Hours (NLH)

Guided Learning Hours are those hours that the candidate receives either in class or guided by the tutor/trainer e.g. through taught classroom sessions, or exercises to be completed in workbooks or perhaps a distance learning package with assessments; Guided Learning Hours do not include the formal assessments (end of Unit assessments or Cross Unit Project). The recommended GLH for the Level 2 Certificate are 60.

Notional Learning Hours include all of the above plus all formal assessments. The recommended NLH for the Level 2 Certificate are 130.

Level 2 Certificate in Sales and Marketing

The Level 2 Certificate in Sales and Marketing comprises two Units, Unit 1 and Unit 2. Where the Unit 2 Award has already been successfully completed there is no requirement to resit the Unit 2 assessment i.e. the candidate 'banks' the credits and adds to them by completing Unit 1.

Aims and Objectives

The Level 2 Certificate in Sales and Marketing qualification aims to give those in, or entering, sales a basic foundation for their formal development in this role. The course has two primary objectives:

- to assist entrants in gaining the knowledge required by sales people
- to develop personal and sales skills

Entry Requirements

Entrants are required to have:

- reached 15 years of age and be in full-time education or
- reached 16 years of age and are currently employed in a sales or a sales-related job or
- hold any level 2 qualification such as GNVQ Intermediate

Age Groups

The Level 2 Certificate has been approved for use with the following age groups:

- Pre-16
- 16-19
- 19+

Progression

Successful candidates may benefit from career enhancement or may progress to:

- ISMM L3 Award, Certificate and/or Diploma in Advanced Sales and Marketing
- ISMM L3 Certificate in Sales Administration
- Other ISMM qualifications at levels 4, 5 and 6
- Any other qualification at a suitable level within or outside the National Qualifications Framework

Learning and Development

The total Guided Learning Hours for the Certificate programme are 60 hours; assessment time and self study would be additional to this time. The total Notional Learning Hours for the programme are estimated to be 130 hours; this includes assessment time and self study.

Assessment

To achieve the Certificate, a candidate must complete, to a national standard, the assessments for Units 1 and 2.

Unit 1 assessment: an written assignment, set and marked by the ISMM; comprising a 1,500 word project and accounting for 50% of the total assessment

Unit 2 assessment: a sales role play (Option A) or the production of slides and notes for a short presentation (Option B).

Grading

The two Units making up the L2 Certificate are each graded Pass/Fail.

The Certificate itself is graded Pass/Fail.

Performance Figures

Performance figures are derived solely for use in compiling School Achievement and Attainment tables and are an indication of the level of attainment for a qualification in relation to other qualifications within the National Qualifications Framework.

A Pass grade in the Level 2 Award contributes **16%** towards the Achievement and Attainment Table threshold at Level 2.

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 The Customer-Focused Organisation

Introduction

The unit introduces the relationship between sales, marketing and customer care. It identifies the characteristics of different business focuses and explores how sales and marketing can work together to obtain new customers, satisfy their needs and retain them through providing effective customer care.

Aims of the Unit

After studying this Unit, candidates should be able to:

- 1 Define sales, marketing, customer care and their interrelationship
- 2 Identify the characteristics of different business focuses, particularly that of a customer-focused organisation
- 3 Determine the value and contribution of sales, customer care and marketing to winning new customers, their satisfaction and retention
- 4 Develop an understanding of different customer groups, the roles individuals may play and their behaviour
- 5 Know the basic tools of marketing
- 6 Translate theory in customer care to practical situations

Assessment

Assessment is in the form of a 1500 word, work-based assignment (Investigative Project). This assignment is externally set and marked by the ISMM. The assignment will make up 50% of the overall assessment of the Certificate.

Rationale

Students are encouraged to develop their learning throughout the duration of the unit. This unit provides a basic understanding of the need to be customer-focused and how organisations can do this.

Unit 1 The Customer-Focused Organisation

Learning Outcomes

Indicative Content

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

1.1 Demonstrate an understanding of a definitions of sales and marketing and their role in meeting customer needs

1.1.1 Key definitions of marketing

Marketing as a:

- Satisfaction of customer needs eg Palmer^[1]
- Mix of functions i.e. the marketing mix eg Adcock et al^[2]
- Philosophy of business

Marketing is directed at satisfying needs and wants through an exchange process, impacted by the environment

[1] "Marketing is essentially about marshalling the resources of an organization to meet the changing needs of customers on whom the organization depends" (Palmer, 2004, p.3 from Palmer, A. (2004) Introduction to Marketing Theory and Practice, Oxford: Oxford University Press)

[2] "The right product, in the right place, at the right price, and at the right time" (Adcock, Halborg and Ross, 2001, p.1 from Marketing Principles and Practice, 4th edition, London: FT Prentice Hall

1.1.2 Key definitions of sales and its purpose.

- Selling is a mechanism for exchange and through this customer's needs and wants are satisfied and the firm achieves its objectives
- The purpose of selling is "To create, build and sustain mutually beneficial and profitable relationships through personal and organisational contact"^[1]

[1] MSSSB Standards October 2004

1.2 Outline the development of customer-focused philosophies of business and the characteristics of the various business focuses

1.2.1 The characteristics of different business focuses (or orientations, although students do not need to be familiar with this term at Level 2)

- Production
- Sales
- Product
- Marketing
 - A marketing focus underpins sales and customer care policies

Unit 1 – The Customer-Focused Organisation

Learning Outcomes

Indicative Content

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

1.3 State basic information and sources to support the sales process

1.3.1 Basic information requirements:

- Company details
- The Decision Making Unit (DMU)
- Buying influences
- Need and priorities
- Constraints

1.3.2 The salesperson's role in obtaining and using information from:

- Networking
- Asking customers

1.4 Describe the makeup and buying processes of different types of customer.

1.4.1 Overview a basic decision making unit (DMU):

- Gatekeeper
- Influencer
- Decider
- User
- Buyer

1.4.2 Buyer Behaviour:

- Consumer decision making process (DMP) and influences (eg the Dibb, Simkin, Pride, Ferrell models^[3])
- Business buyers are more rational in their purchasing
- Consumers are more emotional in their purchasing

[3] DMP - Problem recognition, information search, evaluation of alternatives, purchase, post-purchase evaluation. Influences including: personal, psychological and social
(Dibb, S., Simkin, L., Pride, W. and Ferrell, O., Marketing: Concepts and Strategies, 2005. 5th European edition, Abingdon, Houghton Mifflin)

Unit 1 – The Customer-Focused Organisation

Learning Outcomes

Indicative Content

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

		1.4.3	Market segmentation - markets can be defined by certain characteristics, impacting the way firms market and sell to them. <ul style="list-style-type: none"> • Consumer segmentation bases: geographic, demographic, psychographic (lifestyle) and benefit sought • Business segmentation bases: geographic, size, industry and benefit sought
1.5	Recognise different customer groups	1.5.1	Consumer/Business; Domestic/International.
1.6	Describe the needs, wants and expectations of customers in different sales contexts	1.6.1	Distinguish between needs, wants and expectations; Different customers have different requirements.
1.7	Describe the elements of the 4P marketing mix	1.7.1	The term 'marketing mix' refers to the '4Ps' for product marketing and the '7 Ps' for service marketing (the 7Ps are covered at Level 3 and do not need to be covered at this level); all elements need to work together to reflect the brand's position (image).
		1.7.2	Product: <ul style="list-style-type: none"> • Features and benefits; • Branding/packaging; • Basic product life-cycle (introduction, growth, maturity, decline)
		1.7.3	Price: <ul style="list-style-type: none"> • Factors influencing prices; • Pricing methods: high, low, competitive.

Unit 1 – The Customer-Focused Organisation

Learning Outcomes

Indicative Content

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

	<p>1.7.4 Place:</p> <ul style="list-style-type: none">• Consumer market (producer/wholesaler/retailer/consumer)^[1]• Industrial market (producer/distributor/agent/dealer/end user)^[1]• Distribution channels (intensive/selective/exclusive) <p><small>[1](based on Cooper, 1997)</small></p> <p>1.7.5 Promotion:</p> <ul style="list-style-type: none">• AIDA• Personal selling and supporting promotional tools:<ul style="list-style-type: none">○ Advertising○ Public relations/publicity (including sponsorship)○ Sales promotions○ Personal selling○ Direct marketing
<p>1.8 Describe customer service and customer care</p>	<p>1.8.1 The customer experience: physical and emotional.</p> <p>1.8.2 Importance of customer service standards; Developing a customer care programme:</p> <ul style="list-style-type: none">• Courtesy and respect• Fairness• Clarity• Accessibility• Timeliness• Responsiveness

Unit 1 – The Customer-Focused Organisation

Learning Outcomes

Indicative Content

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

1.9	State barriers to customer care within own authority	1.9.1	Barriers to implementing customer care, including authority, budget, people, time, management; How barriers to customer care can be overcome.
1.10	Deal with problems and complaints within own area of responsibility	1.10.1	Identifying problems; Define various solutions; Ensure complaints are resolved.

Unit 1 Assessment

Externally set and marked by the ISMM.

- A 1500 word project; work-based or based on an organisation of the candidate's choosing.

This assessment forms 50% of the overall qualification.

Unit 2 Selling in a Customer-Focused Organisation

Introduction

This Unit will enable the candidate to identify the role of selling and the functions and qualities of the salesperson in a variety of contexts. It focuses on the 10-stage sales cycle and the development of professional sales skills; these skills also include how the salesperson can use their time most effectively and evaluate themselves for future development and career planning.

Aims of the Unit

After studying this Unit, candidates should be able to:

- 1 Define selling in a variety of its contexts
- 2 Recognise the functions and qualities of a salesperson
- 3 Describe and apply the sales cycle
- 4 Ensure efficient use of time
- 5 Evaluate self for development and progression in sales career

Assessment

Assessment will be in the form of a role play of a meeting with a customer (option A), or the production of slides and notes for a short presentation (option B). The assignment will be externally set by the ISMM and marked by the centre using a mark scheme supplied by the ISMM.

The assignment will make up 50% of the overall assessment for the Certificate.

Rationale

Students are encouraged to develop their learning throughout the duration of the Unit. Students must demonstrate that they have an understanding of the purpose of selling and the functions and qualities of the salesperson. Although they will only work in one context at a time, it is important for them to understand others for their own progression

Unit 2 Selling in a Customer-Focused Organisation

Learning Outcomes

Indicative Content

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

2.1	Define selling and how it varies according to the business context	2.1.1	Retail; Direct; B2B / Trade; Telephone (telemarketing, telephone selling, telephone sales support); New business ; Existing customers.
2.2	Recognise the functions and qualities of the sales person and how these vary according to the business context and sales role	2.2.1	Retail <ul style="list-style-type: none">• Role and qualities required of the sales person
		2.2.2	Direct <ul style="list-style-type: none">• Role and qualities required of the sales person
		2.2.3	Telephone <ul style="list-style-type: none">• Role and qualities required of the sales person
		2.2.4	New business <ul style="list-style-type: none">• Role and qualities required of the sales person
		2.2.5	Existing Customers and key accounts <ul style="list-style-type: none">• Role and qualities required of the sales person

Unit 2 Selling in a Customer-Focused Organisation

Learning Outcomes

Indicative Content

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

2.3 Describe the legal and ethical aspects of selling

2.3.1 An overview of the ethical aspects of selling in relation to:

- Selling techniques
- Honesty
- Competitors

2.3.4 An overview of the legal aspects of selling in relation to:

- Merchantable quality
- Fit for purpose
- As described
- Safe

2.4 Describe the sales cycle, its stages and its application in different industry sectors

2.4.1 The 10 stage sales cycles

Pre-Sale:

- Prospecting
- Appointment making
- Preparation

Sale:

- Ice break
- Need/problem identification
- Presentation
- Negotiation and handling objections
- Closing the sale

Post-sale:

- Processing the order
- Follow-up

(based on Cooper, 1997)

Unit 2 Selling in a Customer-Focused Organisation

Learning Outcomes

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

2.5 Demonstrate the communication skills involved in preparing for and conducting a sales appointment

Indicative Content

- 2.4.1** Other stages:
(cont.)
- Evaluating own performance
 - Maintaining relationships with customers and colleagues

- 2.5.1** Body language:
- Meeting and greeting gestures
 - Eye contact
 - Facial expressions
 - Personal space

- 2.5.2** Basic questioning and active listening skills:
- Open and closed questions
 - Effective listening
 - Concentrating
 - Body language to demonstrate listening

- 2.5.3** What objections might be:
- Problems
 - Reasons not to buy
 - Interest

Types of objections

- To purchase or brand
- Valid (true) or invalid (untrue)

Unit 2 Selling in a Customer-Focused Organisation

Learning Outcomes

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

Indicative Content

- 2.5.3** Basic objection handling
(cont.)
- Acknowledge
 - Listen
 - Don't interrupt

Handling specific objections:

- Invalid: explain why not true (straight denial)
- Valid: agree and counter

- 2.5.4** Converting features to benefits
- Features and benefits – What's In It For Me? (WIIFM)

- 2.5.5** Basic closing
- Buying signals
 - Ask for order
 - Summarise and ask for order

- 2.5.6** Written communications:
- Letters
 - Memos
 - Simple report writing
 - Emails
 - Importance of referencing

Unit 2 Selling in a Customer-Focused Organisation

Learning Outcomes

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

2.6 Demonstrate effective use of time

2.7 Write a personal SWOT

Indicative Content

2.6.1 Planning your day:

- Allocating time for tasks
- Prioritising
- Diary planning

2.7.1 Develop a personal SWOT

- Strengths
- Weaknesses
- Opportunities
- Threats

Unit 2 Assessment

All options will be set by the ISMM and marked by the centre using a mark scheme supplied by the ISMM. The centre's marking will then be externally moderated by the ISMM.

The assignment has two Options:

- A sales role play (Option A);
- The production of slides and notes for a short presentation (Option B).

This assessment forms 50% of the overall qualification.