



Qualification Specification

ISM Level 4 Sales Management Qualifications

**Valid from January 2025
Version 8**

Ofqual regulated

ISM Education

ISM Education is an Awarding organisation recognised and regulated by the UK Government's regulator Ofqual (The Office of Qualifications and Examinations Regulation) to develop and award qualifications.

Our qualifications combine the practice and principles to offer universal relevance, whatever sector, organisation or country you work in. They are based on principles that set out the knowledge, skills, and behaviours expected of competent professionals. The programmes are designed to accommodate every potential professional along their career path from the earliest stages through to when they are at true exponents of their craft.

Contact details:

ISM Education
Amba House Lincolns Suite,
15 College Road,
Harrow,
HA11BA
United Kingdom

Email: contact@ismeducation.com

Web: www.ismeducation.com

Phone: [+44 \(0\)2033559960](tel:+442033559960)

Contents

Section

Valid from January 2025	1
ISM Education	Error! Bookmark not defined.
Section 1 General information	4
1.1 Introduction.....	4
1.2 REGULATED QUALIFICATIONS FRAMEWORK (RQF)	4
1.3 Who are the qualifications aimed at?	4
1.4 Qualification definitions	4
1.5 Unit definition.....	5
1.6 Delivering the qualifications	5
1.7 Grading.....	5
1.8 Total Qualification Time (TQT) and Guided Learning hours (GLH).....	5
1.9 Credit.....	6
1.10 Indicative content.....	6
1.11 Progression	6
1.12 Language.....	6
1.13 Level descriptor	6
1.14 Qualification overview	8
1.15 Unit overview	9
1.16 Rules of combination for composite qualifications	10
1.17 Assessment.....	12
Centre assessment staff	12
ISM assessment staff	12
Assessment route.....	12
Model Assignment.....	12
1.18 Recognition of Prior Learning and Achievement	13
1.19 Centre approval	13
1.20 Support and guidance for centres	14
1.21 Equality of opportunity	14
Section 2	15
Units	15

Section 1 General information

1.1 Introduction

This booklet is to inform ISM learners and centres about the delivery and assessment of the ISM Level 4 qualifications on the Regulated Qualifications Framework (RQF). The latest version of this document will always be posted on the ISM website at www.ismeducation.com. It should be read in conjunction with the Centre Guide which gives detailed guidance on running the qualifications in your centre. The Centre Guide is available on request at contact@ismeducation.com.

1.2 REGULATED QUALIFICATIONS FRAMEWORK (RQF)

The RQF provides a single framework for cataloguing all qualifications regulated by Ofqual.

There are eight levels of the RQF, underpinned by three 'entry' levels. A qualification's level indicates the difficulty and complexity of the knowledge and skills associated with the qualification.

The size of the qualification is determined by the estimated number of study hours both supervised and self-study a typical learner will need to achieve the qualification is expressed in terms of Total Qualification Time (TQT).

For further information on the RQF, please visit Ofqual's website:
<https://www.gov.uk/find-a-regulated-qualification>

1.3 Who are the qualifications aimed at?

The level 4 qualifications have been approved for use with the following age groups:

- 18+

Level 4 qualifications are Vocationally Related Qualifications designed for sales professionals in an operational sales role, often managing others and allocating resources. They cover the theoretical and practical sales and marketing knowledge and skills required by aspiring sales managers and practicing sales managers to enable them to succeed in the workplace.

We do not specify entry requirements for these qualifications, but centres are required to ensure that learners admitted to the programme have sufficient experience in sales management, aptitude and ability at the right level to undertake the learning and assessment.

1.4 Qualification definitions

All qualifications on the Regulated Qualification Framework (RQF) have a 'size' which is expressed in terms of total qualification time (TQT). TQT is a guide for the total amount of time measured in hours that a typical learner would need to be able to evidence the level of achievement necessary for the award of a qualification.

There are three sizes of qualifications: Awards, Certificates and Diplomas. These are determined by the TQT required to achieve the qualification.

An Award has a TQT of between 10 and 120 hours, a Certificate has a TQT of between 130 and 360 hours and a Diploma has a TQT of 370 hours or more.

The terms Award, Certificate and Diploma do not describe qualification levels. It is possible to have an Award at level 5, for example, and a Diploma at level 3.

This specification details the ISM's qualifications at level 4. Other specifications are available for other levels.

1.5 Unit definition

ISM qualifications are composed of one or more unit(s). A unit is defined as a coherent and explicit set of learning outcomes and assessment criteria with a title, credit value and level. The term 'unit' refers to a unit of assessment. ISM units share a common set of characteristics, are submitted on a template and can be combined to support the creation of coherent programmes of learning and qualifications.

1.6 Delivering the qualifications

The ISM does not prescribe any method of delivery to training organisations, which are free to use any methods of delivery suitable to their learners. Methods may include open, distance, blended or online learning.

In qualifications with more than one unit, units may be delivered and assessed in any order.

1.7 Grading

Each unit and each qualification are graded Pass/Fail. A Pass confirms that the required criteria for achievement have been met. Where qualifications consist of more than one unit, the learner must pass each unit to pass the qualification.

1.8 Total Qualification Time (TQT) and Guided Learning hours (GLH)

TQT is comprised of GLH which is under the immediate guidance of a tutor or supervisor including induction, face to face training, e-learning with the co-presence of learner and tutor, invigilated exams and non-supervised directed, private and online study and non-invigilated assessment. Qualifications can be delivered in a classroom or through e-learning.

1.9 Credit

Each ISM qualification has a Credit value. Credit is calculated by dividing the TQT by ten. For example, a qualification with TQT of 120 hrs would have a credit value of 12.

1.10 Indicative content

In addition to the Learning Outcomes and Assessment Criteria, the ISM qualifications are provided with extensive indicative content advice. The indicative content is provided to guide tutors towards the appropriate topics, theories and models to be covered. However, variation can be made within this advice to suit the needs of both tutors and learners. Tutors should choose from a range of theories and models. Qualifications can only be updated periodically so it is expected that tutors will adapt the content to present the most up to date theory and examples. For example, promotional tools such as social media are being updated constantly, and the teaching should reflect this. It is also acceptable to adapt teaching to suit local conditions. For example, to reflect the local legal system.

This content is not prescriptive but is intended to provide helpful guidance to tutors and learners relating to the kinds of evidence that should be provided for each assessment objective to enable the learner to achieve the unit.

In summary, provided the Learning Outcomes and Assessment Criteria are covered, the indicative content can be adapted to reflect current thinking and local conditions.

1.11 Progression

The qualifications provide opportunities for progression to other qualifications at the same or higher levels and they support learners in meeting the knowledge and skills requirements for employment within sales. Unit accreditation can be used to build up to the level 4 Certificate in Sales and Marketing and/or the larger level 4 Diploma in Sales and Marketing.

1.12 Language

The qualification is offered in the medium of the English language.

1.13 Level descriptor

This qualification has been designed to suit learners working towards level 4 qualifications.

Level descriptors are divided into two categories:

1. Knowledge and understanding
2. Skills

There is a knowledge descriptor and a skills descriptor for each Level within the RQF framework. The descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at that Level.

For more information, please follow this link to the Ofqual website:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/461637/qualification-and-component-levels.pdf

1.14 Qualification overview

There are two ISM qualifications available at this level, one composite-unit Certificate and one composite-unit Diploma. Units can be built up over time to contribute to the Certificate and Diploma.

The qualification titles given below are the titles as they will appear on the certificate when awarded to the learner. The qualification reference number is the number allocated to the qualification by Ofqual for regulation. Each unit also has a unique RQF unit number which can be found within the content of each unit in this specification.

Qualification title	ISM qualification code	Ofqual qualification reference number (QAN code)	Credit
Level 4 Certificate in Sales and Marketing Management	C401	600/1403/9	20
Level 4 Diploma in Sales and Marketing Management	D401	600/1404/0	40

1.15 Unit overview

The following units are offered as within the Certificate and Diploma:

Unit title	Unit level	ISM unit number	RQF unit reference number	Credit	Assessment method(s)
Managing responsible selling	4	U401	D/502/9735	5	Assignment
Understanding segmentation, targeting and positioning	4	U402	H/502/9736	5	Assignment
Managing a sales team	4	U403	K/502/9737	5	Assignment
Operational sales planning	4	U404	M/502/9738	5	Assignment
Sales negotiations	4	U405	T/502/9739	5	Assignment
Analysing the marketing environment	4	U406	K/502/9740	5	Assignment
Finance for sales managers	4	U407	M/502/9741	5	Assignment
Writing and delivering a sales proposal	4	U408	T/502/9742	5	Assignment

1.16 Rules of combination for composite qualifications

Unit combinations for qualifications consisting of more than one unit at this level are listed below.

The **Level 4 Certificate in Sales and Marketing Management** consists of a combination of units. To achieve the Certificate, learners must complete Units U401 and U402, worth 10 credits, and any two optional units worth a minimum of another 10 credits, totalling at least 20 credits.

The **Level 4 Diploma in Sales and Marketing Management** consists of a combination of units. To achieve the Diploma, learners must complete each of the eight units, totalling 40 credits.

Level 4 Certificate in Sales and Marketing Management

Unit code	Unit title	Mandatory/ Optional	Assessment	Credit
U401	Managing responsible selling	Mandatory	Work based evidence or assignment	5
U402	Understanding segmentation, targeting and positioning	Mandatory	Work based evidence or assignment	5
U403	Managing a sales team	Optional	Work based evidence or assignment	5
U404	Operational sales planning	Optional	Work based evidence or assignment	5
U405	Sales negotiations	Optional	Work based evidence or assignment	5
U406	Analysing the marketing environment	Optional	Work based evidence or assignment	5
U407	Finance for sales managers	Optional	Work based evidence or assignment	5
U408	Writing and delivering a sales proposal	Optional	Work based evidence or assignment	5

Level 4 Diploma in Sales and Marketing Management

Unit code	Unit title	Mandatory/ Optional	Assessment	Credit
U401	Managing responsible selling	Mandatory	Work based evidence or assignment	5
U402	Understanding segmentation, targeting and positioning	Mandatory	Work based evidence or assignment	5
U403	Managing a sales team	Mandatory	Work based evidence or assignment	5
U404	Operational sales planning	Mandatory	Work based evidence or assignment	5
U405	Sales negotiations	Mandatory	Work based evidence or assignment	5
U406	Analysing the marketing environment	Mandatory	Work based evidence or assignment	5
U407	Finance for sales managers	Mandatory	Work based evidence or assignment	5
U408	Writing and delivering a sales proposal	Mandatory	Work based evidence or assignment	5

1.17 Assessment

All units will be internally assessed by the centre and externally moderated by the ISM. No units are assessed by examination in these qualifications. Learners will need to show that they meet each of the assessment criteria detailed within each unit, to the required standard for the level of the unit. For further details on the assessment please refer to the ISM Centre Guide.

Centre assessment staff

The centre is required to appoint at least one Assessor who is responsible for assessing the learning against the assessment criteria in the unit. The Assessor may be the tutor who delivers the learning.

The centre is also required to appoint an Internal Quality Assurer who is accountable for the moderation of all the assessment decisions in the centre for the ISM qualification(s). The Assessor and Internal Quality Assurer roles must be carried out by different people. If your centre has difficulty finding a suitable person for the Internal Quality Assurer role, please contact the ISM at contact@ismeducation.com or phone +442033559960.

ISM assessment staff

An ISM-appointed External Quality Assurer is linked to the centre for the purposes of support, guidance and external moderation. The External Quality Assurer checks that the centre is applying the correct standards and either approves the centre's assessment decisions or gives guidance until centre decisions are deemed to be accurate.

Assessment route

Each unit is assessed by a Model Assignment created by ISME. The assignments set out tasks that must be completed by the learner and cover all the assessment criteria required by the unit. Learners can provide theoretical answers, use workplace evidence or a combination of the two. If workplace evidence is used, it must be no older than three years.

Model Assignment

The Model Assignment provides the learner with the opportunity to meet all the assessment criteria in the unit. The Model Assignment consists of one or more tasks, based on a fictional yet realistic sales situation. Centres are responsible for providing the Model Assignment to learners and for setting deadlines, monitoring progress and assessing learner work against the assessment criteria.

Centres use the ISM Model Assignment exactly as they receive it, with no amendments. The Model Assignment will be sent to centres on request.

1.18 Recognition of Prior Learning and Achievement

Within this suite of qualifications, learners have the opportunity to build their achievements from a single unit into a composite qualification. Learners may apply via their centre to claim for credit transfer and exemption where they have completed relevant units and qualifications from other Awarding Organisations. Credit transfer in the RQF will be based on confirmation of achievement of RQF units.

There will still be instances where learners will wish to claim recognition of prior learning which has not been formally assessed and accredited. In those instances, centres are free, after discussion and agreement with the ISM, to allow these learners direct access to the relevant assessment for the unit, without unnecessary repetition of learning. Details of the process for recording such RPL (Recognition of Prior Learning) are available from the ISM.

1.19 Centre approval

Centres must pass through the ISM centre approval process to become an ISM Recognised Centre before offering any RQF qualifications. An application form is available please use this link. <https://ismeducation.com/ism-education-recognised-centres/>

1.20 Support and guidance for centres

Each centre is allocated an ISM External Quality Assurer whose role is to support and advise all the centres in the region as well as to verify assessment decisions. The External Quality Assurer will contact the centre at the Centre Approval stage so that support may start immediately.

A handbook is provided to centres to give guidance on administrative procedures.

Study guides tailored to each unit are available to support learners.

For up-to-date details of the above support, visit the ISM website at www.ismeducation.com.

1.21 Equality of opportunity

The ISM endeavours in setting the structure and content of our 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.
- Comply with the requirements of equalities legislation in force.
- Ensure that it does not discriminate on the grounds of race, disability, gender and transgender, political or religious belief, age, marital/civil partnership status, sexual orientation, or on any other ground or status
- Ensure that all staff and associates are aware of the policy and receive adequate training to ensure its implementation and compliance

Section 2

Units

Unit U401: Managing responsible selling

Unit aim				<p>On completion of this unit learners will be able to apply knowledge to manage an organisation's operations in ways that are consistent with its social and ethical principles, and which fulfil legal and regulatory requirements.</p> <p>For the purposes of this unit, 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.</p>	
Level:	4	ISM Unit no.	U401	RQF unit reference no.	D/502/9735
Credit Value	5	TQT	50	Guided Learning Hours	40
Mapping to National Occupational Standards				Sales NOS 7.7, 7.8	

Learning outcomes	Assessment criteria	Indicative Content
The learner will:	The learner can:	
1. Know legal, regulatory, ethical and social requirements pertaining to the sales function	1.1 Explain sales-related legal and regulatory requirements and Codes of Practice 1.2 Understand the principles of contract law and the penalties for misrepresentation 1.3 Analyse the potential impact of social and ethical concerns relating to the sales function	Detail of relevant requirements in your sector and data protection (GDPR) requirements Offer and acceptance, intent, consideration, capacity, form of contract and legality, frustrated contracts Highlighting the importance of trust and credibility; treating customers fairly and with respect. Ethical considerations for products being sold

	<p>1.4 Explain how processes and policies in the organisation meet ethical and social requirements and comply with legal and regulatory requirements</p>	<p>Draw up an example of the policies and procedures to meet these requirements. Understand requirements set by senior line managers.</p>
<p>2. Understand how to manage the sales function in a way that complies with legislation</p>	<p>2.1 Describe how to ensure that sales employees have a clear understanding of their organisation's legal, regulatory, ethical and social policies and procedures and the importance of putting them into practice</p> <p>2.2 Explain how to monitor the way that legal, regulatory, ethical and social policies and procedures are put into practice</p> <p>2.3 Describe how to provide support to the sales team in putting legal, regulatory, ethical and social policies and procedures into practice</p>	<p>Design suitable induction and training for sales staff to ensure they understand the legal and ethical requirements. Outline other potential internal communication channels which can be used within a company to ensure information about policies and procedures are known and understood.</p> <p>Describe how to ensure guidelines are being complied with by using various tools including: reviews, spot checks, customer surveys, pre- activity approvals, line manager feedback, continuous monitoring, customer access to company code of conduct</p> <p>Describe suitable induction and training for sales staff. Outline other potential internal communication channels which can be used within a company to ensure information about policies and procedures are known and understood.</p>

<p>3. Know how to deal with non-compliance</p>	<p>3.1 Explain how to identify and correct any failures to meet the legal and regulatory requirements</p> <p>3.2 Explain how and when to provide full reports about any failures to meet requirements to senior management</p> <p>3.3 Explain how to monitor and manage complaints regarding legal, regulatory, ethical and social requirements</p>	<p>Monitoring of sales staff reports, customer feedback or complaints, investigate reasons for non-compliance' Explain the internal and external sanctions which may be imposed on staff who do not follow these policies and procedures.</p> <p>Senior management are ultimately responsible, under their corporate governance responsibilities, for the legal and ethical actions of their staff Use of standardised checklists and reports to trigger reports upwards for further action by line managers.</p> <p>Discuss various company complaints and whistleblowing policies, identification of high-risk situations using Red Amber Green (RAG), Log of events and contingency plans</p>
--	---	--

Unit U402: Understanding segmentation, targeting and positioning

Unit aim				On completion of this unit learners will be able to break down the total market for a product or service into distinct segments and target the most likely purchasers of an organisation's products using the extended marketing mix to support the positioning of the product	
Level:	4	ISM Unit no.	U402	RQF unit reference no.	H/502/9736
Credit Value	5	TQT	50	Guided Learning Hours	40
Mapping to National Occupational Standards				Sales NOS 9.1	

Learning outcomes The learner will:	Assessment criteria the learner can:	Indicative Content
1. Understand segmentation in consumer and business markets	1.1 Explain how to define a market 1.2 Explain how to map a market and decide at which level to segment 1.3 Explain the basis for segmentation in consumer and business markets	Explain how to identify the markets for a particular product and define their characteristics Explain concept of market mapping. Outline segmentation hierarchy, detailing importance of choosing right level to segment at and the criteria for choice. Describe consumer market segmentation (geographic/ demographic/psychographic/ behavioural) and business market segmentation (by sector, demographic/ operating characteristics/ personal characteristics/ situational factors/ purchasing approaches). Give examples of this

	<p>1.4 Explain criteria for meaningful and measurable segments</p> <p>1.5 Explain the benefits of segmentation</p>	<p>Explain the concept of viability and outline criteria used to measure if a segment is a viable target</p> <p>Discuss the benefits of segmentation including finance, brand, customer knowledge, efficient use of resources</p>
2 Understand how to target market segments for an organisation	<p>2.1 Explain own organisation's business strategy and implications for target market</p> <p>2.2 Explain how to identify segments that are most likely to purchase an organisation's products</p> <p>2.3 Explain a system to assist targeting, based on objective criteria and including a weighting and scoring mechanism</p>	<p>Organisation's vision, goals and objectives and how this influences choice of target market</p> <p>Explain sources of data and market research to identify viable segments.</p> <p>Outline possible quantitative approaches to qualifying segments. Explain a tabular approach to prioritising.</p>
3 Understanding the process of positioning a product	<p>3.1 Explain positioning in the context of a specific organisation's brand values</p> <p>3.2 Explain how the elements of the extended marketing mix are used to support product positioning</p> <p>3.3 Explain positioning problems</p>	<p>Explain the concept of brand attributes and how these can be plotted on a perceptual map.</p> <p>Demonstrate how each of the 7 p's may be adapted to target a diverse range of segments.</p> <p>Possible positioning problems include under-positioning, over-positioning, confused positioning and doubtful positioning.</p>

	<p>3.4 Explain the particular challenges of repositioning</p> <p>3.5 Explain how to de-position competitors</p>	<p>Costs of repositioning, dis-association from current products, risk to brand, changes in perceived value</p> <p>Influence buyers' perceptions</p>
--	---	--

Unit U403: Managing a sales team

Unit aim				On completion of this unit learners will be able to apply knowledge of motivation theories and the link between motivation and performance, to managing sales team performance. they will also be able to use this knowledge for recruiting and selecting members of the sales team.	
Level:	4	ISM Unit no.	U403	RQF unit reference no.	K/502/9737
Credit Value	5	TQT	50	Guided Learning Hours	40
Mapping to National Occupational Standards				Sales NOS 4.4, 4.8	

Learning outcomes	Assessment criteria	Indicative Content
The learner will:	the learner can:	
1. Understand theories of motivation and the link between motivation and performance	1.1. Explain theories of motivation 1.2. Explain the link between motivation and performance	Introduce Maslow's hierarchy of needs; Herzberg's motivation-hygiene theory and Vroom's expectancy theory. Understanding Herzberg's ideas and models like Hackman and Oldham's (1980) help link performance increase with meaningful work, responsibility, and knowing results of efforts.
2. Understand how to manage sales team performance	2.1 Explain the need to monitor sales team performance	"What gets measured gets done" explain how monitoring team performance is essential for continual improvement. The dangers of missing important aspects of performance which cannot be easily measured. The Deming Plan Do Check Act (PDCA) cycle can be used to illustrate how continual improvement is possible.

	<p>2.2 Identify tools to be used in monitoring performance of the team</p> <p>2.3 Describe key performance indicators and their role in monitoring sales team performance</p> <p>2.4 Describe how to manage performance variances</p> <p>2.5 Explain the importance of two-way communication with sales team members regarding their performance</p> <p>2.6 Explain how to support sales team member performance</p> <p>2.7 Explain how other people or teams in an organisation may impact sales performance</p>	<p>CRM systems. KPI monitoring tools such as regular performance appraisals, 360° feedback, and benchmarking. Use of soft metrics</p> <p>Explain how to use KPIs to monitor team member's performance KPIs as metrics. Balanced scorecard quadrants (financial/customer/process and learning/growth (Kaplan and Norton, 1992). Sales target variances, pipe-line management; suspect-prospect-lead-customer, conversion ratios, lead generation and retention</p> <p>Explain possible strategies to manage variances both favourable and adverse. Describe how to investigate and identify the causes so as to inform any action required.</p> <p>Describe how to use two-way communication to manage staff. Suggest evidence of how it engages the salesperson, enhances their self value promotes mutual understanding and respect and enables team members to agree with performance measures and explain variances. Give examples of positive and constructive feedback.</p> <p>Regular communication, recognition, coaching, training. Motivation, incentivisation, commission, bonuses, and performance-related pay.</p> <p>Interaction with customer from other departments including but not exclusively, implementation, delivery by operations, after sales service, finance.</p>
--	---	---

<p>3. Understand how to manage staffing levels in a sales team</p>	<p>3.1 Explain how to review staffing levels in the light of organisation's strategy and budgets</p> <p>3.2 Explain the recruitment and selection process for salespeople in own organisation</p> <p>3.3 Explain how to develop a job profile for a salesperson</p> <p>3.4 Explain how to develop a person specification for a salesperson</p> <p>3.5 Describe how to contribute to selection interviews</p>	<p>Explain how to use information from growth strategy and revenue forecasts to establish staffing levels</p> <p>Suggest possible criteria for selection, role and person specification, essential and desirable elements.</p> <p>Identify specific requirements of the role and responsibilities of the salesperson</p> <p>Draw up a person specification for a particular salesperson using some of following experience, knowledge, skills requirements, competencies (ethical, problem solver, team player, results orientation etc.)</p> <p>Describe some of the useful contributions a line manager may make during selection interviews which assist the interview panel to choose the right person for the vacancy. These may include one or more of the following describing the job responsibilities, assessing candidates' abilities and discussion of benefits and contracts;</p>
--	--	---

Unit 404: Operational sales planning

Unit aim				On completion of this unit learners will be able to create an operational sales plan, manage the implementation of the plan whilst dealing with variances to the plan.	
Level:	4	ISM Unit no.	U404	RQF unit reference no.	M/502/9738
Credit Value	5	TQT	50	Guided Learning Hours	45
Mapping to National Occupational Standards				Sales NOS 2.4	

Learning outcomes The learner will:	Assessment criteria The learner can:	Indicative Content
1. Understand how own organisation's business and marketing strategies inform operational sales planning	1.1 Describe how an organisation's business and marketing strategies can inform operational sales planning	Explain how a business may have long, medium- and short- term planning and demonstrate the link to strategic, tactical and operational plans together with the focus of each type of plan
2. Understand sales forecasting techniques	2.1 Describe how historical sales data informs sales forecasts 2.2 Explain a range of sales forecasting techniques 2.3 Describe how sales forecasts are used to set sales objectives and targets	Explain how historical sales figures can be used as a starting point for forecasts before factoring in other relevant current and future influences Review qualitative and quantitative approaches to forecasting. Explain how to use forecasts to set sales strategies and tactics allocation of territories and agreeing target sales

<p>3. Be able to set objectives and targets in a sales plan</p>	<p>3.1 Develop a time plan for the establishment of objectives and targets for sales plans</p> <p>3.2 Understand how to use sales forecasts to set objectives and targets for a salesplan</p>	<p>Draw up a time plan for a specific situation demonstrating how the plan fits with the financial year and break it down into smaller time periods to aid execution and monitoring.</p> <p>Demonstrate the influence of required profit margins, costs, and the marketing plan on target setting</p>
<p>4. Be able to write an operational sales plan</p>	<p>4.1 Write an operational sales plan to meet given objectives and targets</p> <p>4.2 Explain the process of allocating salesterritories</p> <p>4.3 Write a business case designed to obtain the resources to achieve the operational sales plan's objectivesand targets</p>	<p>Work through the objectives, strategy, tactics, actions and controls within a sales plan</p> <p>Rational approach. Understand the considerations and implications on a range of territory design methods</p> <p>Include the detailed structure of a business case including context, objectives, needs, criteria, risks, options and timescales. Return on investment (ROI) calculation.</p>
<p>5. Understand how to manage the implementation of the operational sales plan through the sales team</p>	<p>5.1 Explain how to communicate the operational sales plan to all stakeholders and define individual roles and targets in the sales activity plan</p> <p>5.2 Explain how to monitor and control the operational sales plan using agreed key performance indicators</p>	<p>Show how to manage the implementation of the sales plan including monitoring the linkage to all the functions within a business and how they will use the sales plan to plan and act themselves. Indicate how these other functions should contribute to the development and implementation of the sales plan.</p> <p>Describe a range of performance measures that breaks the overall performanceinto subsections such as sales levels, margins, and call rates. Customers gained and lost using agreed KPIs</p>

<p>6. Understand how to deal with variances to the operational sales plan</p>	<p>6.1 Describe variances that may occur in the implementation of the operational sales plan</p>	<p>Describe how to manage variances, deciding which variances need exploring based on previously set tolerances.</p>
	<p>6.2 Identify contingency plans to address variances</p> <p>6.3 Explain the organisation's procedure for dealing with unforeseen variances</p>	<p>Design contingency plans based on previous risk analysis.</p> <p>Describe the process of selecting and implementing the correct tool to take corrective action from a range of tools that can be used including redeployment, increased effort, divestment</p>

Unit 405: Sales negotiations

Unit aim				<p>On completion of this unit learners will be able to demonstrate the knowledge and skills for negotiating effectively in sales settings. They will understand the various stages of negotiation including planning, preparing, negotiating and closing sales negotiations with customers.</p> <p>They will be able to establish customer requirements and marry these to the organisational objectives, clarifying the customer's understanding of the proposal and coming to a mutually acceptable agreement</p>	
Level:	4	ISM Unit no.	U405	RQF unit reference no.	T/502/9739
Credit Value	5	TQT	50	Guided Learning Hours	45
Mapping to National Occupational Standards				Sales NOS 7.5	

Learning outcomes	Assessment criteria	Indicative Content
The learner will:	The learner can:	
1. Understand what is involved in a sales negotiation	1.1 Describe how to assess an organisation's negotiating power and stance 1.2 Describe how to research and assess the customer's negotiating power and likely stance	Identify a given organisation's negotiating power and stance (bartering and haggling, hard bargaining, dealing and concession trading) by using a range of tools including SWOT, brand, operational ability, reputation, market position, commercial strength, cultural fit. Suggest some specific research techniques for a given situation including direct questioning and secondary research.

	<p>1.3 Explain the types of customer objections that might arise and how to handle these</p> <p>1.4 Explain the concept of 'win-win' in a sales situation and how this is achieved and managed during sales negotiations</p> <p>1.5 Explain what happens when a 'win-win' is not achieved</p> <p>1.6 Explain why it is important to record and confirm details of a sales negotiation and the method to do this in own organisation</p>	<p>Types of objections that need to be overcome include real objections, imagined objections and hidden objections.</p> <p>Win-win negotiations are when outcome is mutually acceptable. Address what this could look like.</p> <p>Give examples of possible win-lose and lose-lose scenarios. and the potential impact of these</p> <p>Describe information sharing benefits, CRM systems, and contractual implications.</p>
--	---	---

<p>2. Be able to prepare for a sales negotiation</p>	<p>2.1 Identify the customer's main requirements from a negotiation</p> <p>2.2 Research and assess the bargaining power of the customer to identify their overall negotiating stance</p> <p>2.3 Identify personal and organisational weaknesses that could be exploited by the customer in a negotiation and prepare strategies for responding</p> <p>2.4 Research a specific organisation's strengths and weaknesses</p> <p>2.5 Define objectives for the negotiation and identify a given organisation's desired outcomes</p> <p>2.6 Assess the resource requirements for the sales negotiation</p> <p>2.7 Identify key variables and set parameters for them including potential concessions and trade-offs</p>	<p>Good listening and questioning skills to unearth customers priorities. Understand body language. Review all correspondence</p> <p>Bargaining power assessment is achieved through questioning, research, reference to records, networking and observation during negotiation.</p> <p>Understand a range of negotiation styles including competitor, collaborator, compromiser, pleaser and avoider.</p> <p>Areas of strengths v weakness include preparation, organisation structure, other firm's offers confidence, capabilities, level of control, Sources of information include the internet, company reports and networking.</p> <p>Areas to consider are motives, personnel, price and products or services offered. Consider Breakpoints -like intend, must (LIM), zone of possible agreement (ZOPA), best alternative to a negotiated agreement (BATNA) and anchoring</p> <p>Resources major on manpower and finance related to research, preparation and the actual negotiation.</p> <p>Decide which variables are key in a given situation in advance. Make concessions slowly and in instalments, contingency concessions. Reciprocity.</p>
--	--	--

	<p>2.8 Cost the variables, including potential concessions and trade-offs, in order to identify the best price and terms for a given organisation as well as the minimum price and terms acceptable to this organisation</p> <p>2.9 Identify potential problems that could arise during the negotiation and some possible solutions to overcome them</p>	<p>Consider true financial cost of items (including desired margin/profit) as well as customer perceived value.</p> <p>Consider areas such as clash of personalities, decision making capacity and priorities. Methods to address the problems include composure, communications style, tactics used and level of control.</p>
--	--	--

<p>3. Be able to carry out a sales negotiation with a customer</p>	<p>3.1 Understand how to create a 'win-win' situation during the negotiation by balancing the needs of an organisation with those of the customer</p> <p>3.2 Understand the importance of the terms and conditions for the supply of the product</p> <p>3.3 Outline how to record, store and confirm outcomes of the negotiation both internally and with the customer</p> <p>3.4 Describe how to evaluate the outcomes of the negotiation using a Win/Loss analysis</p>	<p>Guidelines include de-personalise, understand needs and interests, focus on needs do not position, find common ground, make an agreement.</p> <p>Legal requirements of contract.</p> <p>Benefits of recording, storing and confirming the deal and methods by which this can be done.</p> <p>Understanding the reasons why a prospect became a customer, opted for the competition, or made no decision at all</p>
--	--	---

Unit 406: Analysing the marketing environment

Unit aim				On completion of this unit learners will be able to monitor and evaluate trends and developments inside and outside the organisation that impact on business and sales activities. They will be able to identify and prioritise the strengths and weaknesses of the organisation and the opportunities and threats it faces, and to recommend actions to address the impact on the sales function.	
Level:	4	ISM Unit no.	U406	RQF unit reference no.	K/502/9740
Credit Value	5	TQT	50	Guided Learning Hours	45
Mapping to National Occupational Standards				Marketing NOS 1.1.1, 1.1.3	

Learning outcomes The learner will:	Assessment criteria The learner can:	Indicative Content
1. Be able to conduct an audit of an organisation's internal, micro and macro environment	1.1 Conduct an audit of the internal environment of a given organisation using an analysis tool 1.2 Conduct an audit of the micro environment using an analysis tool	Produce a SWOT analysis of the given organisation Use Porter's five forces analysis from the given organisation's perspective. This analysis considers the micro- environment in terms of industry rivalry (competition); power of buyers (to drive down price or the demands); power of suppliers (in negotiations); substitute products and threat of new entrants.

	<p>1.3 Conduct an audit of the macro environment using an analysis tool</p>	<p>Describe how to carry out a Macro environmental analysis focusing on auditing those factors outside of an organisation's control and influence. Conduct an analysis of political factors; economic factors; social factors; technological factors; legal factors and environmental factors. (PEST, SLEPT or PESTLE)</p>
--	---	---

<p>2. Understand the impact of internal, micro and macro factors on own and customer's organisation</p>	<p>2.1 Explain the impact of internal capabilities on an organisation's positioning in the market</p> <p>2.2 Explain the impact of industry dynamics on the sellers and the customer's organisations</p> <p>2.3 Explain the impact of macro factors on the sellers and the customer's organisations</p>	<p>Explain how to use the result of the internal audit to benchmark the organisation's performance with competitors and to understand the importance of the capability to the customer. Identification of the factors which are order-winning; order qualifiers or less competitive factors. The actual capability to be reviewed for its alignment with the market expectations and competitor performance.</p> <p>Identify the industry dynamics which will have an impact on how an organisation can compete with rivals and substitutes. Identify the possible industry dynamics which can shift dramatically over time affecting the power in negotiation with suppliers and customers.</p> <p>The product lifecycle is also an indicator for how industry dynamics can shift as the product moves from introduction; growth; maturity to decline.</p> <p>Using McKinsey 7 S framework to identify and assess the specific macro-factors which can have a major impact on the organisation's performance. These may include changes in legislation; consumer behaviour; technology; identify the key ones to be monitored for their potential to be exploited or for plans to be made to manage their effect. Customers will also face these external factors so identify how an organisation can assist them to deal with them to create increased business opportunities</p>
---	---	---

<p>3. Be able to recommend actions for the sales function by conducting a SWOT analysis on own organisation's marketing environment</p>	<p>3.1 Derive information and intelligence by conducting a relative SWOT analysis on a given organisation's marketing environment using findings from the audits</p> <p>3.2 Analyse the impact of an organisation's SWOT on the sales function</p> <p>3.3 Recommend actions to address the impact of an organisation's SWOT on the sales function</p>	<p>SWOT - The analysis conducted during the audit phase should be synthesised to identify the major points. The approach should draw out the key strengths and weaknesses of the organisation identified in the internal audit. Furthermore, from the micro and macro environment analysis the key opportunities and threats should be drawn out.</p> <p>The concept of converting and matching will be covered as will the summation of all information in the form of key issues to address</p> <p>SWOT analysis can give the sales team insights into the whole organisation and its environment. The SWOT analysis is most powerful when it is used to review what needs to be done and to formulate sales strategies. Attacking strategy can be formulated which leverage strengths to maximise opportunities. Furthermore, weaknesses can be countered by exploiting opportunities which builds strengths. Defensive strategies can be drawn up to leverage strengths to minimise threats. Finally, strategies to counter weaknesses and threats need to be built up to build strengths. Therefore, the SWOT analysis can be a key input to formulating a sales action plan. Kotler's model of attack and defence strategies will be used</p>
---	---	---

Unit 407: Finance for sales managers

Unit aim				<p>On completion of this unit learners will be able to:</p> <p>Calculate and interpret profitability ratios. Create and manage a sales budget for a defined area of sales activity or the whole sales function. Prepare, submit and agree a budget for a set operating period. Set up and implement a bonus scheme for sales team members Explain how to assess customer creditworthiness before granting credit.</p>	
Level:	4	ISM Unit no.	U4 07	RQF unit reference no.	M/502/9741
Credit Value	7	TQT	70	Guided Learning Hours	60
Mapping to National Occupational Standards				Sales NOS 3.2, 3.3	

Learning outcomes	Assessment criteria	Indicative Content
The learner will:	The learner can:	
1. Be able to calculate profitability ratios for sales-related decisions	1.1 Calculate gross profit margin 1.2 Calculate net profit ratio 1.3 Explain the difference between margin and mark-up and when each of these are used in practice 1.4 Calculate return on capital employed	<p>For each of the four calculations 1.1,1.2,1.3 and1.4 - Know formula, where data comes from and an example. Knowledge of different interchangeable terminology.</p> <p>Be able to compare the results of the above calculations with industry norms</p>

<p>2. Know how to set a sales budget</p>	<p>2.1 Identify different methods used for setting budgets</p> <p>2.2 Explain how to establish information needs and identify information sources for setting a sales budget.</p> <p>2.3 Describe the different approaches to effective consultation and negotiation when setting a sales budget</p> <p>2.4 Explain how to develop budget frameworks</p>	<p>Identify and select the inputs for a budget including forecasts, experience and past performance to produce a sample budget.</p> <p>Information requirements are dependent upon the organisation's structure, budget type and scope. Data includes forecasts, expenses and time periods.</p> <p>Understand and explain how to use effective communication with different departments within the organisation to set the budget.</p> <p>Explain fully the budget hierarchy and the structure of periods being monitored e.g. yearly, quarterly, monthly, and weekly.</p> <p>Include details on the calculations and formula used to evaluate each period results against the plan.</p>
--	--	--

<p>3. Understand how to manage a sales budget</p>	<p>3.1 Explain how to use the budget to monitor and control performance against budget parameters</p> <p>3.2 Explain how to identify the causes of variances between budget and actual expenditure</p> <p>3.3 Explain how to implement the actions needed to deal with the causes of variances between budget and actual expenditure.</p> <p>3.4 Explain how to provide information on performance against the sales budget to others in the organisation</p>	<p>Discuss the uses of coordination, monitoring & control, communication of objectives.</p> <p>Address some of the outcomes of the monitoring process, how often the budget is reviewed and to whom this should be communicated in an organisation.</p> <p>Suggest the reasons for variances on a specific budget including inaccurate forecasting and under/over performance. Discuss the nature/pattern of variance and what causes this including malpractice by sales staff</p> <p>Suggest actions to deal with variances to include agreeing corrective action & timescales,</p> <p>Decide what information is to be shared and why. Select appropriate methods of communication.</p> <p>Understand the modes of communication including reports, meetings and published financial documents as part of the overall management information system.</p>
---	---	---

<p>4. Understand bonus systems for sales team members</p>	<p>4.1 Explain how to evaluate the need for a bonus system</p> <p>4.2 Explain how to choose bonus options for sales team members</p> <p>4.3 Explain methods of setting bonuses</p> <p>4.4 Explain how to calculate the cost of bonuses</p> <p>4.5 Explain how to negotiate bonuses with sales team members</p> <p>4.6 Describe how to evaluate the effectiveness of a bonus system</p>	<p>Contextualise bonuses as a motivational tool and the benefits of such, including staff attraction, retention and performance motivation.</p> <p>Describe the options available of a bonus system such as team/individual based and the payment proportion of total income. Link the bonus system across all the sales personnel.</p> <p>Ensure that bonuses are affordable, SMART and act as effective motivators. Describe bonus threshold, performance levels required and stretch capability.</p> <p>Incorporate cost calculations in the sales budget using appropriate methodology.</p> <p>Negotiation requires an understanding of performance criteria, conditions required for achievement and tracking method. State that bonus is discretionary and explain that variables such as territory & customer volume/type can affect bonus.</p> <p>Involve sales team in development and system implementation to gain buy-in.</p> <p>Evaluate against the objectives of the bonus system and how it affects performance levels</p>
---	--	--

<p>5 Understand how to assess creditworthiness of customers to set a credit limit for the customer</p>	<p>5.1 Explain organisation policy for credit agreements with customers</p> <p>5.2 Explain the process for approving the granting of credit</p> <p>5.3 Explain how to check creditworthiness of a customer</p> <p>5.4 Explain how to complete a formal credit agreement with the customer and the financial basis for future trading</p>	<p>Discuss the benefits and risks of offering credit.</p> <p>The dimensions of the process include credit checking, setting credit limit and period, consideration of terms & conditions and legalities. The process requires integration with the organisation's finance function and policies.</p> <p>Differentiate between B2B and B2C In B2B it is generally customer applies, references and checks are made, approval and limits set, contractual agreement.</p> <p>Credit checks include bank & trade references and credit reports from third party suppliers as well as resources such as Companies House.</p> <p>Discuss a range of ratios used to check customer risk and liquidity including on-line credit checking organisations</p> <p>Legally binding contract with terms including, payment terms, credit limits & periods, retention of title, dispute resolution and breach of contract.</p>
--	--	---

Unit 408: Writing and delivering a sales proposal

Unit aim				<p>On completion of this unit learners will be able to write and deliver a sales proposal. They will be able to</p> <p>Identify their customer's requirements and match them with the objectives and requirements of their organisation. They will include sufficient detail of the products or services to be provided and timescales. The sales proposal will conform to an organisation's house-style, be competitive and to have any necessary conditions and constraints built into them to protect the interests of the organisation.</p>	
Level:	4	ISM Unit no.	U408	RQF unit reference no.	T/502/9742
Credit Value	5	TQT	50	Guided Learning Hours	40
Mapping to National Occupational Standards				Sales NOS 5.1	

Learning outcomes	Assessment criteria	Indicative Content
The learner will:	The learner can:	
1. Be able to develop a sales proposal	<p>1.1 Ensure that the customer's requirements are understood</p> <p>1.2 Ensure that all identified issues requiring clarification are resolved before the proposal is finalised</p>	<p>Plan the development of the sales proposal. Ensure requirements of all stakeholders are known and taken into consideration. Key principle: the proposal confirms what has already been discussed with the customer.</p> <p>Identify how to gain confirmation from customer that any issues are resolved to their satisfaction, importance of documenting agreement on this, ensuring no negotiation after the proposal is finalised.</p>

	<p>1.5 Provide the required level of detail as briefed by the customer and supply the proposal within the agreed timescales</p>	<p>Describe how to establish the required level of detail, manage the collation of internal information needed for the proposal and presenting it in the customer's terms</p>
<p>2. Be able to deliver a sales proposal to a customer</p>	<p>2.1 Deliver the proposal to the customer within an agreed timescale</p> <p>2.2 Ensure the customer is happy with the proposal, addressing any issues and amending it as required</p> <p>2.3 Ensure that information is stored and managed according to Data Protection legislation</p>	<p>Explain the key elements of planning for the delivery including</p> <ul style="list-style-type: none"> • identifying and scheduling tasks • choosing an appropriate delivery mechanism • agreeing the schedule of activities with the customer. <p>Explain the importance of being proactive here including</p> <ul style="list-style-type: none"> • following up with the customer • getting confirmation that issues have been addressed • using change control to manage the iterations of a proposal. <p>Explain the key principles of GDPR and the consequences of failing to comply with the legislation.</p> <p>Identify the relevance of data protection in relation to developing sales proposals for customers.</p> <p>Explain how to store and manage information to be compliant.</p> <p>Identify the support resources available, including in-house policy and access to a legal expert.</p>

<p>3. Be able to evaluate the proposal</p>	<p>3.1 Evaluate the outcome of the proposal and recommend improvements for the future</p>	<p>Describe how to evaluate the outcome, reviewing all the communications with customer, and following up with customer.</p> <p>Understanding reasons behind a customer saying “no” helps an organisation succeed in future proposals.</p> <p>The benefits of providing feedback to the organisation on the outcome.</p> <p>How to identify and recommend improvements for the future both in the organisation's procedures and in sales staff performance</p>
--	---	--