Qualification Specification

ProQual Level 2 Certificate/Diploma in Sales

ProQual Level 2 Certificate/Diploma in Sales

This qualification is part of ProQual's broad offer of qualifications in the Business Administration and Management Sector.

To find out more about other qualifications in this, or any other sector, or for our latest fees; check our Fees Schedule via the QR code below:

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Introduction

The ProQual Level 2 Certificate/Diploma in Sales provides a nationally recognised qualification for individuals looking to develop their knowledge and skills in sales techniques and customer engagement. It is designed for those working in sales roles or those seeking to enter the industry, equipping them with the essential principles and practical skills needed to succeed in a competitive sales environment. The range of optional units within the diploma allows candidates to tailor their qualifications to fit their needs, while the offer of both a certificate allows candidates to study for a smaller qualification in sales.

The two units that make up the certificate are also the mandatory units within the diploma, allowing candidates who complete the certificate to later utilise APL to "upgrade" to the diploma.

The aims of this qualification are:

- To allow candidates develop and demonstrate their understanding of key sales principles, processes, and customer relationship management.
- To provide candidates with the skills to effectively communicate with customers, identify sales opportunities, and achieve business targets.
- To provide a progression route for those working in or who wish to enter a sales role.

This qualification would be suitable for distance or blended learning.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF), and has been published in Ofqual's Register of Qualifications.

Qualification Profile

Qualification Title:	ProQual Level 2 Certificate in Sales
Qualification Number:	610/5414/8
Level:	2
Total Qualification Time (TQT):	200 Hours 20 Credits
Guided Learning Hours (GLH):	150 Hours
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual external verifiers
Qualification Start Date:	02/06/2025
Qualification Review Date:	02/06/2028

Qualification Title:	ProQual Level 2 Diploma in Sales
Qualification Number:	610/5415/X
Level:	2
Total Qualification Time (TQT):	370 Hours 37 Credits
Guided Learning Hours (GLH):	270 Hours
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual external verifiers
Qualification Start Date:	02/06/2025
Qualification Review Date:	02/06/2028

Learner Profile

There are no formal academic entry requirements for this qualification. Centres should carry out their own assessment to establish candidate's existing knowledge and skills in order to develop the assessment plan.

Candidates must be aged **at least** 16 years old on the day that they are registered for this qualification. Centres are reminded that no assessment activity may take place until a candidate has been registered.

Candidates who complete this qualification may progress into other qualifications in ProQual's Business Administration and Management suite.

Qualification Structure

ProQual Level 2 Certificate in Sales

These qualifications consist of **two** mandatory units. Candidates must complete all mandatory units to complete this qualification. There are no optional units.

Unit Number	Unit Title	Level	TQT	GLH
L/651/5014	Building and Maintaining Sales Relationships	2	100	80
K/651/5013	Negotiating and Closing Sales	2	100	70

ProQual Level 2 Diploma in Sales

These qualifications consist of **two** mandatory units. Candidates must complete all mandatory units to complete this qualification. Candidates must then complete **one** unit from Option Group A and **one** unit from Option Group B.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units from this group				
L/651/5014	Building and Maintaining Sales Relationships	2	100	80
K/651/5013	Negotiating and Closing Sales	2	100	70
Option Group A – Candidates must complete one unit from this group				
A/651/5064	Selling Products and Services Face to Face	2	100	80
D/651/5065	Selling Products and Services Remotely	2	100	80
F/651/5066	Selling Products and Services Internationally	2	100	80
Option Group B – Candidates must complete one unit from this group				
L/651/4953	Developing and Delivering Presentations	2	100	50
T/651/4992	Winning and Retaining Customers	2	100	80
K/651/5040	Understanding Sales Tools and Technologies	2	70	40

Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form.**

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

ProQual Level 2 Certificate in Sales

ProQual Level 2 Diploma in Sales

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement.

Assessment Requirements

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor.
- Assignments/projects/reports.
- Professional discussion.
- Witness testimony.
- Candidate product.
- Worksheets.
- Record of oral and written questioning.
- Recognition of Prior Learning.

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment.

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

Occupationally competent means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

Enquiries, Appeals and Adjustments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Units – Learning Outcomes and Assessment Criteria

Title:	Building and Maintaining Sales Relationships			Level:	2
Unit Number:	L/651/5014	TQT:	100	GLH:	80

Learning Outcomes *The learner will be able to:*		Assessment Criteria *The learner can:*	
1	Understand the legal, ethical and organisational considerations relating to customer relationships.	1.1	Identify the current legal, ethical and corporate social responsibility requirements relating to customer relationships.
		1.2	Describe quality and compliance considerations related to customer relationships.
2	Understand customer relationship management methods.	2.1	Describe different methods of customer relationship management (CRM) and their benefits.
		2.2	Explain how CRM systems and strategies support long-term and profitable relationships.
		2.3	Identify common criteria for establishing and maintaining valuable customer relationships.
		2.4	Explain how to prioritise customers based on their value and potential to the organisation.
		2.5	Outline the content of a customer relationship plan and the key data required to inform it.
3	Understand strategies for developing and enhancing customer relationships.	3.1	Explain how sales strategy, activity plans, sales targets, and objectives shape customer relationships.
		3.2	Identify the interpersonal skills needed to build rapport and establish trust with customers.
		3.3	Describe how to communicate effectively with key customers to foster commitment and cooperation.
		3.4	Explain the risks and potential benefits associated with long-term customer relationships.

3	*Continued*	3.5	Explain the negotiation techniques used to create mutually beneficial financial outcomes in sales relationships.
4	Understand how to maintain and maximise sales opportunities in customer relationships.	4.1	Define the concepts of up-selling, cross-selling, and selling add-ons, and explain when they should be applied.
		4.2	Describe methods for monitoring and evaluating customer relationships.
		4.3	Explain how to determine the level of resources required to maintain effective customer relationships.
		4.4	Identify techniques to recognise and capitalise on sales opportunities while maintaining customer relationships.

Additional Assessment Information

This unit is **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

<table>
<tr><td>Title:</td><td colspan="3">Negotiating and Closing Sales</td><td>Level:</td><td>2</td></tr>
<tr><td>Unit Number:</td><td>K/651/5013</td><td>TQT:</td><td>100</td><td>GLH:</td><td>70</td></tr>
</table>

<table>
<tr><th colspan="2">Learning Outcomes
The learner will be able to:</th><th colspan="2">Assessment Criteria
The learner can:</th></tr>
<tr><td rowspan="4">1</td><td rowspan="4">Understand sales regulations, market positioning and competitor information.</td><td>1.1</td><td>Identify the current legal, ethical, and regulatory sales requirements related to selling products and services within a given industry or sector.</td></tr>
<tr><td>1.2</td><td>Explain the types of competitor information used for key competitor comparisons.</td></tr>
<tr><td>1.3</td><td>Describe industry or sector pricing structures and their impact on customer sales objections, within a given industry or sector.</td></tr>
<tr><td>1.4</td><td>Outline common organisational procedures for negotiating and handling objections.</td></tr>
<tr><td rowspan="5">2</td><td rowspan="5">Understand negotiation strategies and techniques.</td><td>2.1</td><td>Explain how to define objectives for a negotiation based on:
An assessment of the customer’s negotiating stance.
The organisation’s product and service strengths and weaknesses.</td></tr>
<tr><td>2.2</td><td>Identify common and unusual objections and differentiate between sincere and insincere objections.</td></tr>
<tr><td>2.3</td><td>Explain how listening skills and summarisation techniques help confirm understanding during negotiations.</td></tr>
<tr><td>2.4</td><td>Describe different questioning techniques and how they can be used to close a sale.</td></tr>
<tr><td>2.5</td><td>Identify barriers between customers and sales professionals and explain strategies to overcome them.</td></tr>
</table>

3	Understand sales techniques for overcoming objections and closing sales.	3.1	Explain the importance of testimonials in overcoming customer objections.
		3.2	Describe how to illustrate the benefits and features of a product or service effectively.
		3.3	Explain the concept of 'win-win' situations and how to create them in negotiations.
		3.4	Describe how to negotiate a sale close and determine when to say 'no' to a customer.
		3.5	Explain the concepts of cross-selling, up-selling, and add-ons, and how they contribute to increased sales value and profitability.
		3.6	Describe a range of techniques for closing a sale.
		3.7	Differentiate between assertive and aggressive behaviour in sales negotiations.
4	Understand sales documentation and performance review processes.	4.1	Describe common organisational procedures for recording and storing the outcomes of negotiations.
		4.2	Describe the importance of reviewing the history of previous sales negotiations to improve future sales performance.

Additional Assessment Information

This unit is **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Title:	Selling Products and Services Face to Face		Level:	2
Unit Number:	A/651/5064	TQT: 100	GLH:	80

Learning Outcomes *The learner will be able to:*		**Assessment Criteria** *The learner can:*	
1	Understand the legal, regulatory and ethical considerations for face-to-face sales.	1.1	Explain the current legal, regulatory, and ethical constraints that impact face-to-face sales activities.
		1.2	Identify the health, safety, and security requirements for various face-to-face sales environments.
		1.3	Describe common policies, procedures, and best practices for face-to-face sales.
2	Understand selling strategies and techniques.	2.1	Explain how to develop a sales call plan and other communication methods with customers.
		2.2	Compare proactive and reactive selling techniques and their applications.
		2.3	Describe techniques for cross-selling, up-selling, and selling add-ons.
		2.4	Explain methods for assessing minimum and maximum potential sales returns.
		2.5	Describe how to prioritise leads based on their potential value and likelihood of sales closure.
		2.6	Identify unique selling points (USPs) and key differentiators and explain how to emphasise them.
		2.7	Describe techniques for managing customer objections and resolving concerns during face-to-face sales interactions.

3	Understand customer buying behaviours and how to close sales.	3.1	Describe different customer buying behaviours and strategies for managing them.
		3.2	Explain techniques for successfully closing sales at various stages of the sales process.
		3.3	Identify the methods and processes for collecting and recording sales leads information.
		3.4	Explain how to evaluate and measure the effectiveness of face-to-face sales techniques, approaches, and environments.
4	Understand organisational sales process and customer engagement strategy.	4.1	Explain the organisation's objectives and strategies for customer interactions in face-to-face sales.
		4.2	Describe the organisation's range of products, services, and recent market developments.
		4.3	Produce a plan for how to structure and progress a sales interaction with a customer.
		4.4	Identify relevant sales materials and messaging techniques for engaging customers.

Additional Assessment Information

This unit is **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning outcome four asks candidates to put their knowledge within the context of an organisation. This may be their current employer, an organisation they volunteer with, an organisation they know well, or a fictional organisation provided to them via a case study or simulated assignment. Where a fictional organisation is used for context, this should be provided by the centre and not generated by the candidate.

Title:	Selling Products and Services Remotely			**Level:**	2
Unit Number:	D/651/5065	**TQT:**	100	**GLH:**	80

Learning Outcomes *The learner will be able to:*		**Assessment Criteria** *The learner can:*	
1	Understand the fundamentals of remote selling.	1.1	Explain the differences between inbound and outbound remote selling.
		1.2	Describe the current legal, regulatory, and ethical considerations relating to remote sales operations.
		1.3	Identify regulatory requirements for processing customer transactions online.
2	Understand remote selling strategies and techniques.	2.1	Explain the sales cycle and how it helps sales teams structure and progress their activities.
		2.2	Compare proactive and reactive selling techniques in a remote sales environment.
		2.3	Describe techniques for cross-selling, up-selling, and selling add-ons.
		2.4	Identify communication channels used in remote sales and describe etiquette and best practices for using them.
3	Understand customer engagement and sales closure in remote selling.	3.1	Explain how to involve customers in the sales process to develop and close a sale.
		3.2	Identify techniques for successfully closing sales at different stages of the sales process.
		3.3	Describe a range of customer behaviours in remote selling and how to manage them.
		3.4	Explain how to collaborate with colleagues to resolve customer objections and complaints.

3	*Continued*	3.5	Describe how to handle issues such as delivery delays, refunds, product returns, and replacements.
		3.6	Explain how customer feedback can be used as a tool to measure and improve sales activities.
4	Understand organisational sales process and customer engagement strategy.	4.1	Explain the importance of protecting the company brand, image, and reputation in remote sales.
		4.2	Describe the organisation's objectives and targets for online sales.
		4.3	Analyse competitors' activities, products, and services in the market.
		4.4	Explain the features, value, and unique selling points (USPs) of products and services.
		4.5	Describe the sales terms and conditions and their importance in customer communications.
		4.6	Identify different sales channels used for selling products and services remotely.

Additional Assessment Information

This unit is **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning outcome four asks candidates to put their knowledge within the context of an organisation. This may be their current employer, an organisation they volunteer with, an organisation they know well, or a fictional organisation provided to them via a case study or simulated assignment. Where a fictional organisation is used for context, this should be provided by the centre and not generated by the candidate.

Title:	Selling Products and Services Internationally			Level:	2
Unit Number:	F/651/5066	TQT:	100	GLH:	80

Learning Outcomes *The learner will be able to:*		Assessment Criteria *The learner can:*	
1	Understand the legal and cultural aspects of international sales.	1.1	Describe the key legal and cultural rules businesses must follow when selling in another country.
		1.2	Identify ethical, social, and cultural issues that affect international trade.
		1.3	Explain how these legal and cultural considerations impact international sales strategies.
2	Understand international selling strategies and techniques.	2.1	Identify the methods, strategies, and tactics for selling internationally.
		2.2	Describe the sources and types of information needed to research international markets effectively.
		2.3	Outline the organisation's sales and export strategies and policies for international markets.
		2.4	Explain the key factors to consider when selling internationally and their impact on sales activities abroad.
		2.5	Identify potential risks and barriers when selling internationally and strategies to mitigate them.
3	Understand how to identify and engage with international customers.	3.1	Explain how to identify and qualify sales prospects in target countries.
		3.2	Describe methods for establishing international sales leads.
		3.3	Identify relevant sales techniques and explain how to use them in international markets.
		3.4	Explain how search options and consumer culture preferences in target countries affect international sales.

3	*Continued*	3.5	Describe the importance of language support in international sales and how organisations provide this.
4	Understand logistical and financial considerations in international sales.	4.1	Explain how to coordinate with colleagues in other teams to arrange: • Customer service support. • Payment options. • Shipping. • Taxes.
		4.2	Compare the differences between UK and international customers in terms of: • Buying behaviour. • Expectations. • Regulations.
		4.3	Explain how currency exchange rate fluctuations impact sales activities.
5	Understand sales growth and performance monitoring in international markets.	5.1	Explain the concepts of cross-selling and up-selling and how to maximise opportunities to grow business abroad.
		5.2	Describe effective methods for overcoming objections and closing sales in international markets.
		5.3	Explain the importance of monitoring and reviewing the performance of international sales activities.
		5.4	Identify key performance indicators (KPIs) and evaluation methods for international sales success.

Additional Assessment Information

This unit is **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Title:	Developing and Delivering Presentations			**Level:**	2
Unit Number:	L/651/4953	**TQT:**	100	**GLH:**	50

Learning Outcomes *The learner will be able to:*		**Assessment Criteria** *The learner can:*	
1	Understand how to develop a presentation.	1.1	Identify the advantages and disadvantages of using presentations to provide information.
		1.2	Identify ways to develop presentations that are: • Engaging. • Interesting. • Relevant. • Informative.
		1.3	Describe how to tailor a presentation to an audience to meet their individual and group needs.
		1.4	Explain how handouts and supporting materials can be used to complement presentations.
		1.5	Explain why it is important to rehearse a presentation.
2	Understand how to deliver a presentation.	2.1	Describe the impact that the following factors can have on a presentation: • Language. • Body language. • Voice tone. • Volume. • Pace.
		2.2	Identify the types of equipment used in presentations and their features.
		2.3	Describe how to gauge audience reactions to a presentation.
		2.4	Explain why it is important to respond effectively to audience questions and the impact this has.
		2.5	Identify ways to collect audience feedback after a presentation.

3	Develop and deliver a presentation.	3.1	Prepare a presentation that meets defined objectives and needs of the audience.
		3.2	Produce presentation handouts and supporting materials.
		3.3	Develop a contingency plan in case of equipment failure or other problems.
		3.4	Introduce yourself to the audience and state the aims of the presentation.
		3.5	Speak clearly and confidently, using language which is appropriate to the topic and the audience.
		3.6	Use the relevant equipment or tools to run the presentation.
		3.7	Vary voice tone, pace and volume to emphasise key points and maintain the audience's interest.
		3.8	Use body language in a way that reinforces your message.
		3.9	Summarise the key points following your presentation.
		3.10	Provide an opportunity for the audience to ask questions.
		3.11	Collect feedback on the presentation.
		3.12	Evaluate and reflect on the presentation, including: • Areas of strength. • Areas for improvement. • How improvements will be implemented next time.

Additional Assessment Information

Learning Outcomes 1 and 2 are **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome 3 is **competency based.** The evidence for this unit is expected to take the form of a presentation developed and delivered by the candidate, alongside supporting information and documentation.

The presentation may be delivered by the candidate as part of their real work, or may be developed and delivered in response to a simulated scenario or case study supplied by the assessor.

ProQual does not place restrictions on the topic of the presentation, but centres should consider the context of the unit within the wider qualification. For example, if this unit is being delivered within a marketing qualification or pathway, candidates should deliver a qualification within a marketing context.

Products or documents may be produced by the candidate as part of their real work, or may be produced in response to a simulated scenario given to them by the centre.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment criteria that have been achieved, but these **do not,** in themselves, constitute evidence of achievement.

Title:	Winning and Retaining Customers			Level:	2
Unit Number:	T/651/4992	TQT:	100	GLH:	80

Learning Outcomes *The learner will be able to:*		Assessment Criteria *The learner can:*	
1	Understand the market and customer needs.	1.1	Describe how to identify the position of a business within the market.
		1.2	Identify the types of customer information that can be used to tailor products and services effectively.
		1.3	Explain how to segment customers based on their needs and value to the business.
		1.4	Identify key information a business should know about its competitors.
		1.5	Identify effective ways to communicate information to current and potential customers.
2	Understand how business infrastructure supports customer engagement	2.1	Explain the impact of business infrastructure on customer service quality.
		2.2	Describe what is meant by customer relationship management.
		2.3	Identify technology used to: • Manage communication with customers. • Manage customer billing. • Facilitate customer relationship management.

3	Understand how customer feedback and experience contribute to retention.	3.1	Explain how to build relationships with customers.
		3.2	Identify methods to enhance customer experience when interacting with a business.
		3.3	Describe a range of services, benefits, and rewards that encourage customer loyalty.
		3.4	Identify the different types of customer feedback.
		3.5	Describe methods for gathering customer feedback.
		3.6	Explain the importance of taking action based on customer feedback.
		3.7	Explain the importance of regularly reviewing products and services.
		3.8	Identify strategies to improve customer retention and satisfaction.

Additional Assessment Information

This unit is **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Title:	Understanding Sales Tools and Technologies			Level:	2
Unit Number:	K/651/5040	TQT:	70	GLH:	40

Learning Outcomes *The learner will be able to:*		Assessment Criteria *The learner can:*	
1	Understand the range and purpose of sales tools and technologies available.	1.1	Identify the range of tasks and activities on sales tools and technology systems.
		1.2	Identify **five** tools, technologies or software programmes often used to manage or facilitate sales.
		1.3	Describe the key function and purpose of **five** tools, technologies or software programmes often used to manage or facilitate sales.
		1.4	Describe the benefits of tools and technology systems for sales-related tasks and activities.
		1.5	Identify the current legal and ethical issues in relation to the use of sales tools and technology systems
		1.6	Explain the importance of automation of sales-related tasks and activities.
		1.7	Describe the sales pipeline and how to feed the leads into it using technology systems.
2	Understand how to use a given sales tool or technology.	2.1	Describe the purpose of a given sales tool or technology.
		2.2	Describe the visibility options and ownership of sales team members on a given sales tool or technology.
		2.3	Identify the information requirements for the sales function, lead generation and qualification of these for a given sales tool or technology.
		2.4	Explain how to collate, qualify and prioritise the leads on a given sales tool or technology.
		2.5	Describe how to maintain and monitor your sales pipeline on a given sales tool or technology.

2	*Continued*	2.6	Explain how to use the sales technology system as part of planning and implementation of sales activities for a given sales tool or technology.
		2.7	Describe the support, guidance and skills development available to the users of a given sales tool or technology system.
3	Use a given sales tool or technology system.	3.1	Use sales-related information for planning and implementing sales activities.
		3.2	Store information on the sales technology systems, checking its: • Quality. • Validity. • Reliability.
		3.3	Maintain the sales-related information stored in the technology systems, ensuring it is accurate and up to date
		3.4	Use tools and technology systems for automation of sales-related tasks and activities.
		3.5	Share sales-related information for collaboration with other people.
		3.6	Use lead generation automation technology to qualify the leads.
		3.7	Collate potential leads and prioritise these in accordance with sales targets.
		3.8	Summarise information appropriately from sales systems for the purposes of reporting.
		3.9	Monitor own use of the sales technology system and identify guidance, support and skills development required.
		3.10	Seek evidence-based recommendations for improvement of sales activities and personal productivity using the technology systems.

Additional Assessment Information

This unit is **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning outcomes two and three ask candidates to apply their knowledge within the context of a given sales tool or technology. This may be a sales tool or technology system that they are currently using as part of their employment, or it may be a sales tool or technology system that is provided by the centre as part of candidate's training. In the latter case, sales information may be simulated as long as:

- The fictional information is provided to the candidate by the centre.
- The sales tool or technology system used is a real tool or technology system in common use.

Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

Apply	Use existing knowledge or skills in a new or different context.
Analyse	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
Classify	Organise information according to specific criteria.
Compare	Examine subjects in detail, giving the similarities and differences.
Critically Compare	As with compare, but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
Describe	Provide detailed, factual information about a subject.
Discuss	Give a detailed account of a subject, including a range of contrasting views and opinions.
Explain	As with describe, but extended to include causation and reasoning.
Identify	Select or ascertain appropriate information and details from a broader range of information or data.
Interpret	Use information or data to clarify or explain something.
Produce	Make or create something.
State	Give short, factual information about something.
Specify	State a fact or requirement clearly and in precise detail.

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