

**The Further Education and Training Awards Council (FETAC)
was set up as a statutory body on 11 June 2001
by the Minister for Education and Science.
Under the Qualifications (Education & Training) Act, 1999,
FETAC now has responsibility for making awards
previously made by NCVA.**



Module Descriptor

Consultative Selling

Level 6 B30154

www.fetac.ie

Level 6 Module Descriptor Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.fetac.ie .
Module Code	An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.
Level	Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin FETAC approach to assessment.

Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

1	Module Title	Consultative Selling
2	Module Code	B30154
3	Level	6
4	Credit Value	1 credit
5	Purpose	<p>This module is a statement of the standards to be achieved to gain an FETAC credit in Consultative Selling at Level 6.</p> <p>The module is designed to enable salespeople to conduct professional, face-to-face, sales calls following a structured needs-based selling approach.</p> <p>The module focuses on the skills and knowledge required to correctly interpret common types of customer behaviour and act appropriately, identify the personal and business needs that motivate individual buyers, sell the benefits of a solution in the context of the needs identified, manage objections and gain commitment.</p>
6	Preferred Entry Level	Level 5 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
7	Special Requirements	None
8	General Aims	<p><i>Learners who successfully complete this module will:</i></p> <p>8.1 understand how to set realistic sales call objectives</p> <p>8.2 acquire the ability to open a sales call effectively</p> <p>8.3 develop an awareness of how to analyse customer behaviour</p> <p>8.4 acquire the skills to identify and present benefits of a solution that address the personal and business needs of the customer</p> <p>8.5 understand how to uncover and deal with customer objections</p> <p>8.6 appreciate the need for sales call closing strategies</p> <p>8.7 work effectively as a sales manager</p>

9 Units The specific learning outcomes are grouped into 6 unit(s).

Unit 1 Opening the Sales Call
Unit 2 Customer Requirements
Unit 3 Customer Behaviour
Unit 4 Presenting Benefits
Unit 5 Handling Objections
Unit 6 Closing the Sales Call

10 Specific Learning Outcomes

Unit 1 Opening the Sales Call

Learners should be able to:

- 10.1.1** identify and set relevant call objectives
- 10.1.2** ensure opening statements positively set the stage for the entire call
- 10.1.3** engage in small talk appropriate for the customer
- 10.1.4** gain the attention, interest and involvement of the client at an early stage
- 10.1.5** ensure that initial statements and greetings are direct, clear and businesslike
- 10.1.6** assess customer behaviour types quickly and accurately
- 10.1.7** agree with the customer what needs to be accomplished during the visit and the reason for calling
- 10.1.8** sell the potential benefits the customer might gain from participating in the sales call

Unit 2 Customer Requirements

Learners should be able to:

- 10.2.1** use a variety of questioning and listening techniques to probe for relevant information in order to understand fully the customer's personal and business requirements
- 10.2.2** classify the information received, sorting the important from the irrelevant
- 10.2.3** identify the critical information for follow-up or further exploration
- 10.2.4** summarise the customer requirements to ensure that they are accurately understood

Unit 3

Customer Behaviour

Learners should be able to:

- 10.3.1 observe and classify customer behaviour using relevant techniques effectively
- 10.3.2 recognise customers who are:
- motivated by ego and self-esteem needs
 - guarded, unresponsive, suspicious, quiet and hard to read
 - overly friendly, congenial or wander from the point
 - pragmatic, analytical and business focused
- 10.3.5 demonstrate an awareness of changing customer behaviour
- 10.3.6 adapt own behaviour appropriately to that of the customer
- 10.3.7 retain control of events

Unit 4

Presenting Benefits

Learners should be able to:

- 10.4.1 consider a solution(s) and demonstrate how they effectively link to the customer's identified needs
- 10.4.2 explore potential solutions with the customer while moving to the optimum solution
- 10.4.3 identify any additional opportunities presented by the customer's requirements
- 10.4.4 justify the added value of the total solution to the customer

Unit 5

Handling objections

Learners should be able to:

- 10.5.1 use a range of questioning and listening techniques
- 10.5.2 acknowledge customer objections and seek clarification of the nature of the concern
- 10.5.3 summarise the nature of the objection to ensure clarity
- 10.5.4 avoid confrontation if challenged by the customer
- 10.5.5 provide an appropriate answer to overcome the objection and focus on the benefits of the solution
- 10.5.6 confirm that the customer is satisfied with the answer given
- 10.5.7 manage objections on price by focusing on non-price issues

Unit 6

Closing the Sales Call

Learners should be able to:

- 10.6.1 demonstrate confidence in the solution proposed, and the benefits to the customer
- 10.6.2 ask for the business
- 10.6.2 link the 'close' to the 'tentative benefits' set out at the start of the call
- 10.6.3 recognise 'avoidance behaviour' in the customer e.g. further objections such as 'need to refer to a higher authority', 'time to think things over' etc.
- 10.6.4 employ tactics to deal with avoidance behaviour by the customer
- 10.6.5 remain professional and diplomatic and seek to gain commitment without 'pushing' e.g. avoid a 'hard sell' approach
- 10.6.6 deliver clear messages to the customer about the solution e.g. benefits, suitability, delivery
- 10.6.7 gain customer's buy-in to the proposed next steps while paving the way for an effective on-going future relationship
- 10.6.8 identify the reasons and/or issues of significance which exist for not receiving the business

11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary

Skills Demonstration	75%
Assignment	25%

11.1 Skills Demonstration

In one or more skills demonstrations, candidates will be assessed in each of the following skill areas:

- opening a sales call e.g. setting objectives, using appropriate levels of 'small talk'
- evaluating customer requirements e.g. probing for information on needs, identifying important information,
- presenting benefits e.g. demonstrating the benefits of a proposed solution, identifying additional benefits
- handling objections e.g. uncovering any hidden objections, acknowledging and answering objections
- closing the sales call e.g. asking for the business, summarising the benefits to the customer of the proposed solution

The skills may be assessed over a period of time. The candidate will submit supporting evidence as part of the assessment. The evidence can be presented in a variety of media for example written, audio, oral, graphic, visual or a combination of these as required. Any audio or video evidence must be provided on tape.

11.2 Assignment

The internal assessor will devise a brief that require candidates to produce evidence that demonstrates an understanding and application of a range of specific learning outcomes.

The brief for the first assignment will require candidates to:

- research different types of customer behaviour
- recognise the main characteristics of each class of behaviour
- outline the tactics to be used in dealing with each class of behaviour
- outline how they would adapt their own behaviour to retain control of the sales call

The assignment may be presented in a variety of media, for example written, audio, graphic, visual or any combination of these. Any audio or video evidence must be provided on tape.

12 Grading

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

Individual Candidate Marking Sheet 1	Consultative Selling B31054 Skills Demonstration 75%
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Candidate Name: _____ PPSN.: _____

Centre: _____ Centre No.: _____

Assessment Criteria	Maximum Mark	Candidate Mark
Opening of sales call - customer research demonstrated - sales call objectives set appropriately - type and level of small talk used appropriately	15	
- attention and interest of customer achieved - objectives of meeting agreed	20	
Customer personal and business requirements - personal and business requirements identified - hidden customer requirements uncovered - all customer requirements summarised and agreed	20	
Benefits of solution - potential solutions explored - solution matched to customer requirements appropriately - additional benefits, where applicable, identified	10	
Managing objections - objections acknowledged appropriately - response to customer satisfactory	10	
Closing the sale - asked for the sale appropriately - commitment to progress gained		
TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i>	75	

Internal Assessor's Signature: _____ **Date:** _____

External Authenticator's Signature: _____ **Date:** _____

Individual Candidate Marking Sheet 2	Consultative Selling B31054 Assignment 25%
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Candidate Name: _____ **PPSN.:** _____

Centre: _____ **Centre No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
Customer behaviour <ul style="list-style-type: none"> - customer behaviour classified appropriately - characteristics of each behaviour type outlined - tactics to deal with each type of behaviour identified - own behaviour and/or manner in response explained appropriately 	25	
TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i>	25	

Internal Assessor's Signature: _____ **Date:** _____

External Authenticator's Signature: _____ **Date:** _____

Glossary of Assessment Techniques

Assignment	<p><i>An exercise carried out in response to a brief with specific guidelines and usually of short duration.</i></p> <p>Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor. Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.</p>
Collection of Work	<p><i>A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.</i></p> <p>Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role-play exercise, or in real-life/work situations. This body of work may be self-generated rather than carried out in response to a specific assignment e.g. art work, engineering work etc</p>
Examination	<p><i>A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.</i></p> <p>Examinations may be:</p> <ul style="list-style-type: none">• practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions• oral, testing ability to speak effectively in the vernacular or other languages• interview-style, assessing learning through verbal questioning, on one-to-one/group basis• aural, testing listening and interpretation skills• theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.
Learner Record	<p><i>A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.</i></p> <p>Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.</p> <p>The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.</p>
Project	<p><i>A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.</i></p> <p>Projects may involve:</p> <ul style="list-style-type: none">• research – requiring individual/group investigation of a topic• process – e.g. design, performance, production of an artefact/event <p>Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will</p>

include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

Skills

Demonstration

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

FETAC Assessment Principles

- 1** Assessment is regarded as an integral part of the learning process.
- 2** All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3** The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.
- 4** Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.
- 5** The reliability of assessment techniques is facilitated by providing support for assessors.
- 6** Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7** To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8** Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9** Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.