apprenticeship
FRAMEWORK

Sales & Telesales (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 22 AUGUST 2017

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies **both** to new Apprenticeship starts from 22 August 2017 **and** all Apprenticeships commenced before and not completed by 22 August 2017.

For more details of the changes please read the following preface page to the framework document.

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR03938

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Apprenticeships

CHANGES TO THE ENGLISH AND MATHS REGULAR MINIMUM REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 22 AUGUST 2017 AND APPRENTICESHIPS REMAINING INCOMPLETE ON 22 AUGUST 2017.

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies both to new Apprenticeship starts from 22 August 2017 and all Apprenticeships commenced before and not completed by 22 August 2017.

The modifications allow for an exemption to the English and Maths regular minimum requirements for people with Special Educational Needs, Learning Difficulties or Disabilities. This means that adjusting the minimum requirements to Entry Level 3 in English and Maths can be considered by the provider, on an individual and case-by-case basis, where **all of the conditions** of the updated SASE section 18 (Intermediate level) or section 37 (Advanced level) for have been satisfied and can be evidenced.

Full details relating to the exceptions eligibility criteria are contained in:

Sections 15-23 of SASE for Intermediate Level Apprenticeships
Sections 34-42 of SASE for Advanced Level Apprenticeships

When applying this exemption, providers must **STILL** consider how to enable the Apprentice to access further literacy and numeracy development – including Level 1 and Level 2 courses – as part of their overall training provision.

The modifications to SASE have also extended the list of qualifications that meet the minimum English requirements to allow for a British Sign Language (BSL) qualification, at the appropriate level, to be accepted as an alternative to a qualification in English, where **BSL is the primary language of the Apprentice**.

Full details relating to BSL acceptance are contained in:

Section 5(f) of SASE for Intermediate Level Apprenticeships
Section 28(f) of SASE for Advanced Level Apprenticeships

Furthermore, the SASE modifications have further extended the list of qualifications that meet the minimum English and Maths requirements to allow for the acceptance of a range of UK-wide qualifications, as an alternative to qualifications gained in England.

Full details relating to the list of acceptable qualifications are contained in:

Sections 5(g-j) and 6(f-i) of SASE for Intermediate Level Apprenticeships
Sections 28(g-j) and 29(f-i) of SASE for Advanced Level Apprenticeships

The modifications include reference to the new numerical grades in the reformed GCSE system and the **minimum** grade requirements. A grade 4 (new grading) will be considered equivalent to a grade C (old grading). A grade 2 (new grading) will be considered equivalent to a Grade E (old grading).

Full details relating to the numerically graded GCSEs are contained in:

Sections 5 and 6 of SASE for Intermediate Level Apprenticeships
Sections 28 and 29 of SASE for Advanced Level Apprenticeships

Please note that some frameworks may have English and Maths grade/level requirements that are **above** the SASE **regular** minimum requirements. The exceptions relating to the use of British Sign Language or Entry Level 3 qualifications, detailed above, **do not apply** to **industry-specific** minimum entry requirements. Please check specific framework documents to ascertain where this is the case and/or check directly with the Issuing Authority responsible for the framework.

The updated version of SASE, and guidance documents, can be accessed here:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630068/Specification_of_Apprenticeship_Standards_for_England_.pdf

Sales & Telesales (England)

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Framework summary

Sales & Telesales

Intermediate Apprenticeship in Sales & Telesales

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

Pathway 1: Sales & Telesales

Competence qualifications available to this pathway:

C1 - Level 2 NVQ Certificate in Sales

Knowledge qualifications available to this pathway:

K1 - Level 2 Certificate in Principles of Sales

K2 - Level 2 Certificate In Principles of Selling

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Sales & Telesales

Advanced Apprenticeship in Sales & Telesales

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Sales & Telesales

Competence qualifications available to this pathway:

C1 - Level 3 NVQ Diploma in Sales

Knowledge qualifications available to this pathway:

K1 - Level 3 Certificate in Principles of Sales

K2 - Level 3 Certificate in Principles of Selling

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

Skills CFA

The Apprenticeship sector for occupations in business and administration, customer service, enterprise and business support, human resources and recruitment, industrial relations, leadership and management, marketing and sales (also includes contact centres and third sector).

Issue number: 16	**This framework includes:**
Framework ID: FR03938	Level 2 Level 3
Date this framework is to be reviewed by: 31/07/2017	This framework is for use in: **England**

Short description

This framework is designed to meet the skills needs of employers of all sizes across the public, private and not-for-profit sectors. It will attract new talent into sales and telesales and will help to up skill the workforce to meet employer skills priorities. Intermediate apprentices will work in job roles such as trainee sales advisors, sales consultants or sales executives. Advanced apprentices will work in job roles such as sales/telesales team leaders, sales/telesales supervisors or customer relationship managers.

Contact information

Proposer of this framework

This apprenticeship has been proposed and developed by Skills CFA, with employers, training providers, colleges and awarding organisations feeding into the development of the apprenticeship and the qualification. Employer input was collected through online consultations and steering group meetings which gathered the views of a wide range of individuals and organisations.

Employer organisations involved in the development of this framework include, for example, BT and The Institute of Sales and Marketing Management.

Developer of this framework

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Revising a framework

Contact details

Who is making this revision:	Marina Popova
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Why this framework is being revised

This framework was revised by Skills CFA in September 2016 in order to make amendments to the framework, as detailed below.

Summary of changes made to this framework

This framework was revised by Skills CFA in September 2016 in order to:

- remove qualifications from the framework

Qualifications removed

- Future (Awards and Qualifications) Level 3 NVQ Diploma in Sales (600/3720/9)
- Future (Awards and Qualifications) Level 3 Certificate in Principles of Sales (600/4255/2)

Qualifications added

N/A

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

Defining Apprenticeships

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

All apprentices commencing their apprenticeship must have an **Apprenticeship Agreement** between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

Profile of the Sector

The sales and telesales workforce is one of the largest professional groups in the UK today, employing around 7% of the UK workforce, or just over two million people. In addition, there are many more non-specialists for whom selling is an essential part of their job role – particularly within the four million small and medium sized enterprises in the UK.

Sales and telesales employers have indicated that within the profession there is a need to:

- develop recognised entry routes into the sales and telesales profession
- develop programmes to ensure that entrants are equipped with the skills and knowledge necessary for today's sophisticated sales and telesales environment
- promote the use of qualifications to update skills and build the professional status of sales and telesales as a career, as a means of raising the professionalism of sales and telesales
- widen the availability of accredited training to meet the challenges of international competition and increase employee retention
- address the skills needed by future sales professionals, including strategic account management, commercial/business awareness and business development skills, as well as the soft skills of time management, IT and communication, including negotiating and influencing skills

- capitalise on advances in technology for telesales to offer a cost effective way of reaching customers
- make the profession attractive to both those considering it as a career, and for those already within it, with clear opportunities for development and progression routes
- address the lack of 'career sales people' caused by graduate entry into business to business sales who then move on quickly, by increasing the skills and attractiveness of non-graduate sales people who are more likely to stay in the profession in the long term
- develop staff with the skills required rather than relying on recruiting qualified and experienced sales professionals from outside the UK.

Whilst many sales and telesales employers provide in-house training for their staff, traditionally there has not been a requirement for accredited qualifications amongst sales professionals, either for entry into or for progression within the profession.

This framework is designed to meet the needs outlined above for employers of all sizes across the public, private and not-for-profit sectors. It will attract new talent into sales and telesales and will help to up skill the workforce to meet employer skills priorities.

Intermediate apprentices are likely to work in job roles such as trainee sales advisors, sales consultants or sales executives. Advanced apprentices will work in job roles such as sales/telesales team leaders, sales/telesales supervisors or customer relationship managers.

Tasks undertaken by apprentices will vary depending on the level and sector in which they are employed. Tasks may include selling face-to-face or by telephone, processing sales orders, supporting customers in obtaining finance for purchases, generating and qualifying sales leads, meeting after sales needs, making presentations, supervising sales or telesales staff, negotiating and closing sales, obtaining and analysing sales & competitor data, pricing for sales promotions, developing sales and customer service plans, assessing credit status of customers, contributing to the development and launch of new products and building and retaining sales relationships.

Aims and objectives of this framework (England)

To provide employers of all sizes and across all sectors in England with a high quality, nationally recognised programme which will attract new talent into sales and telesales and up skill the existing workforce to make businesses more productive, efficient and profitable.

The main objectives are to:

1. build a competent workforce, providing organisations of all sizes across all sectors with the staff needed to increase productivity and efficiency
2. tap into the skills and talents of a diverse population by providing flexible entry routes into a career in Sales & Telesales
3. equip individuals with the skills, knowledge and experience needed to undertake Sales &

Telesales roles in a range of business settings

4. provide apprentices with an opportunity to develop the skills, knowledge and experience they will need to progress to higher level roles with additional responsibilities and onto further and higher education, if they wish to do so.

Entry conditions for this framework

There are no mandatory entry requirements for this apprenticeship framework. However, employers are looking to attract apprentices who have a strong interest in working in Sales or Telesales and who enjoy communicating with customers. They expect applicants to demonstrate a "can do" attitude and have basic numeracy, literacy and communication skills on which the Apprenticeship will build. Some sales and telesales roles require shift working, whilst others require significant amounts of travel.

Entrants will come from a diverse range of backgrounds and will have a range of experience, age, personal achievements and, in some cases, prior qualifications and awards which may count towards achievement of an apprenticeship. Examples may include learners who have:

- held a position of responsibility at school or college; OR
- undertaken work experience, voluntary work or a work placement; OR
- completed the Duke of Edinburgh Award or similar award; OR
- undertaken learning in the Foundation Learning Curriculum; OR
- achieved QCF Awards, Certificates or Diplomas; OR
- achieved a (14 - 19) Foundation or Higher Diploma; OR
- achieved GCSEs or A levels.

Apprentices who are undertaking the Sales & Telesales Advanced Apprenticeship are likely to have some prior experience in a sales role, although this is not a formal requirement.

Initial Assessment

Initial assessment must be used to ensure that applicants have a fair opportunity to demonstrate their ability. Learning programmes can then be tailored to meet a range of abilities and to recognise prior knowledge and experience.

Level 2

Title for this framework at level 2

Intermediate Apprenticeship in Sales & Telesales

Pathways for this framework at level 2

Pathway 1:	Sales & Telesales

Level 2, Pathway 1: Sales & Telesales

Description of this pathway

Intermediate Level Apprenticeship in Sales & Telesales

Total minimum credit value for this pathway is **50** credits:

- Competence qualification - 22 credits;
- Knowledge qualification - 18 credits;
- Transferable skills - 10 credits (English and mathematics).

Entry requirements for this pathway in addition to the framework entry requirements

There are no entry requirements for this pathway in addition to the general framework entry requirements.

Job title(s)	Job role(s)
Trainee Sales Adviser	Selling face-to-face or on the telephone, processing sales orders, supporting customers in obtaining finance for purchases, generating and qualifying sales leads, meeting after sales needs, making presentations and inputting and analysing sales data and competitor analysis
Telesales operator	Building rapport with customers, describing product and service benefits, negotiating and closing sales, gathering customer information, maintaining databases and processing orders
Junior Sales Executive	Presenting products and services to customers, discussing customer requirements, maintaining knowledge of products/services, negotiating and closing sales, developing and maintaining relationships, obtaining sales information, complying with legal requirements and reviewing own sales performance

Qualifications

Competence qualifications available to this pathway (cont.)

Competence qualifications available to this pathway

C1 - Level 2 NVQ Certificate in Sales

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/1336/9	Active IQ	22	124-167	N/A
C1b	600/0930/5	City and Guilds of London Institute	22	124-167	N/A
C1c	600/1159/2	Pearson Education Ltd.	22	124-167	N/A
C1d	600/1154/3	Skillsfirst	22	124-167	N/A
C1e	600/1901/3	Lifetime Awarding	22	124-167	N/A
C1f	600/3721/0	Future (Awards and Qualifications) Ltd	22	124-167	N/A
C1g	600/7152/7	Institute of Sales and Marketing Management	22	124-167	N/A
C1h	601/1419/8	Excellence, Achievement & Learning Limited	22	124-167	N/A
C1i	601/3444/6	Pro Qual Awarding Body	22	124-167	N/A
C1j	601/4826/3	Industry Qualifications	22	139-155	N/A
C1k	601/6782/8	BIIAB	22	124-167	N/A
C1l	601/6750/6	Gateway Qualifications	22	124-167	N/A
C1m	601/6624/1	I Can Qualifications Limited	22	124-167	N/A
C1n	601/7773/1	NCFE	22	124-167	N/A
C1o	601/7760/3	TQUK	22	124-167	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Principles of Sales

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/1262/6	Active IQ	18	131-156	N/A
K1b	600/0661/4	City and Guilds of London Institute	18	131-156	N/A
K1c	600/1237/7	Pearson Education Ltd.	18	131-156	N/A
K1d	600/1171/3	Skillsfirst Awards Ltd	18	131-156	N/A
K1e	600/1920/7	Lifetime Awarding	18	131-156	N/A
K1f	600/4416/0	Future (Awards and Qualifications) Ltd	18	131-156	N/A
K1g	601/0552/5	Excellence, Achievement & Learning Limited	18	131-156	N/A
K1h	601/3446/X	Pro Qual Awarding Body	18	131-156	N/A
K1i	601/6778/6	BIIAB	18	131-156	N/A
K1j	601/6752/X	Gateway Qualifications	18	131-156	N/A
K1k	601/6623/X	I Can Qualifications Limited	18	131-156	N/A
K1l	601/7692/1	NCFE	18	131-156	N/A
K1m	601/7759/7	TQUK	18	131-156	N/A

K2 - Level 2 Certificate In Principles of Selling

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	600/2053/2	Institute of Sales and Marketing Management	18	138	N/A
K2b	601/4825/1	Industry Qualifications	18	138	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Apprentices must complete one competence qualification and one knowledge qualification from those listed within this pathway.

The Sales qualifications contained within this pathway provide apprentices with knowledge and competence covering both sales and telesales. The qualifications are suitable for learners operating in either a sales role or a telesales role due to the flexibility of the units available in each qualification.

K1a-K1k and K2 provide the underpinning knowledge and understanding for the competence qualifications C1a-C1m.

Learners are free to undertake the competence qualification with one awarding organisation and the knowledge qualification with another awarding organisation if they wish to do so.

As part of the evidence requirements for Apprenticeship Completion certification, a copy of a completed Apprentice Consent Form must be uploaded to ACE (www.acecerts.co.uk).

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	E	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	C	N/A
A' Level or AS Level qualification in English Language**	E	N/A
A' Level or AS Level qualification in English Literature**	E	N/A
A' Level or AS Level qualification in English Language and Literature**	E	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in Mathematics*	E	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	C	N/A
A' Level or AS Level qualification in Mathematics**	E	N/A
A' Level or AS Level qualification in Pure Mathematics**	E	N/A
A' Level or AS Level qualification in Further Mathematics**	E	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

ICT is not included within the Sales & Telesales Intermediate Apprenticeship framework because a significant number of sales professionals do not have access to ICT equipment and are not required to use ICT within their job role.

Although telesales professionals will use a significant degree of ICT skills within their job roles, these skills will be based upon bespoke software programmes rather than generic ICT requirements.

Progression routes into and from this pathway

Progression into the Intermediate Apprenticeship in Sales & Telesales

Progression into this Intermediate Apprenticeship may be from a wide number of routes due to the varying backgrounds and past academic and work related experiences of apprentices. Such routes will include having:

- undertaken learning in the Foundation Learning Curriculum
- achieved QCF Awards, Certificates or Diplomas, either in sales related areas or in sector specific areas
- achieved a (14 - 19) Foundation or Higher Diploma
- achieved GCSEs or A levels.

Learners may also progress into the Intermediate Apprenticeship without prior qualifications.

Progression from the Intermediate Apprenticeship in Sales & Telesales

Intermediate apprentices, with support and opportunities in the workplace, can progress onto:

- the Level 3 Advanced Apprenticeship in Sales & Telesales
- other level 3 Advanced Apprenticeships such as Customer Service or Management
- the Advanced (14 – 19) Diplomas in a range of related sectors, including business, administration and finance, public services and retail business
- further education to undertake sales related or other qualifications.

With additional training, apprentices may be able to progress in their careers to roles such as senior sales representative, senior telesales agent, sales manager, area manager, customer retention manager or customer service manager for sales.

Employee rights and responsibilities

Employee rights and responsibilities are embedded within the Level 2 Certificate in Principles of Sales and the Level 2 Certificate In Principles of Selling, which automatically covers the key Employee Rights and Responsibilities.

ERR National Outcomes

1. knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010, and Health and Safety legislation, together with the responsibilities and duties of employers;
2. knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
3. knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
4. understands the role played by their occupation within their organisation and industry;
5. has an informed view of the types of career pathways that are open to them;
6. knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities;
7. knows where and how to get information and advice on their industry, occupation, training and career;
8. can describe and work within their organisation's principles of conduct and codes of practice;
9. recognises and can form a view on issues of public concern that affect their organisation and industry.

Learners may also choose to undertake the Instructus Skills ERR workbook, available from the Instructus Skills E-learning portal (elearning.instructus.org), although this is not a mandatory requirement within this pathway. The workbook has been designed to enable apprentices to work their way through a series of questions and activities which will bring ERR to life, making the learning more meaningful and long lasting and enhancing the employability skills of the apprentice.

Evidence of achievement of ERR

There is no longer a requirement to evidence ERR completion when applying for apprenticeship certificates. If the ERR component has been achieved, please mark the relevant tick box on ACE. However, we recommend that an internal record of ERR achievement is retained.

Level 3

Title for this framework at level 3

Advanced Apprenticeship in Sales & Telesales

Pathways for this framework at level 3

Pathway 1:	Sales & Telesales

Level 3, Pathway 1: Sales & Telesales

Description of this pathway

Advanced Level Apprenticeship in Sales & Telesales

Total minimum credit value for this pathway is **63** credits:

- Competence qualification - 37 credits;
- Knowledge qualification - 16 credits;
- Transferable skills - 10 credits (English and mathematics).

Entry requirements for this pathway in addition to the framework entry requirements

There are no entry requirements for this pathway in addition to the general framework entry requirements.

However, it is likely that Advanced apprentices will have some prior experience in a sales or telesales role to allow them to complete the Advanced Apprenticeship, although this is not a formal requirement.

Job title(s)	Job role(s)
Sales consultant / supervisor	Supervising sales staff, negotiating & closing sales, analysing sales & competitor data, pricing for promotions, sales & customer service planning, assessing credit status of customers, contributing to the development and launch of new products and building and retaining sales relationships
Sales Manager	Supporting the organisation through tasks such as recruiting and supporting sales staff, managing team performance, setting budgets/targets, building relationships with customers, maintaining knowledge of company's products and services and maintaining awareness of competitors
Telesales professional	Prioritising personal sales activities and prospective new clients via the telephone, developing the client base of the business, motivating team members, updating telesales forecasts and targets, handling problems and providing excellent customer service to customers
Salesperson	Negotiating, handling objections and closing sales, selling at exhibitions, meeting customers after sales needs, developing sales proposals and developing and implementing sales call plans

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 NVQ Diploma in Sales

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/1265/1	Active IQ	37	210-271	N/A
C1b	600/0927/5	City and Guilds of London Institute	37	210-271	N/A
C1c	600/1236/5	Pearson Education Ltd.	37	210-271	N/A
C1d	600/1155/5	Skillsfirst	37	210-271	N/A
C1e	600/1909/8	Lifetime Awarding	37	210-271	N/A
C1f	600/6926/0	Institute of Sales and Marketing Management	37	210-271	N/A
C1g	601/3445/8	Pro Qual Awarding Body	37	210-271	N/A
C1h	601/4828/7	Industry Qualifications	37	180-203	N/A
C1i	601/6785/3	BIIAB	37	210-271	N/A
C1j	601/6753/1	Gateway Qualifications	37	210-271	N/A
C1k	601/6631/9	I Can Qualifications Limited	37	210-271	N/A
C1l	601/7758/5	NCFE	37	210-271	N/A
C1m	601/8832/7	TQUK	37	210-271	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Certificate in Principles of Sales					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K1a	600/1264/X	Active IQ	16	119-141	N/A
K1b	600/0667/5	City and Guilds of London Institute	16	119-141	N/A
K1c	600/1337/0	Pearson Education Ltd.	16	119-141	N/A
K1d	600/1170/1	Skillsfirst	16	119-141	N/A
K1e	600/1936/0	Lifetime Awarding	16	119-141	N/A
K1f	600/6924/7	Institute of Sales and Marketing Management	16	119-141	N/A
K1g	601/3443/4	Pro Qual Awarding Body	16	119-141	N/A
K1h	601/6783/X	BIIAB	16	119-141	N/A
K1i	601/6754/3	Gateway Qualifications	16	119-141	N/A
K1j	601/6625/3	I Can Qualifications Limited	16	119-141	N/A
K1k	601/7694/5	NCFE	16	119-141	N/A
K1l	601/7762/7	TQUK	16	119-141	N/A

Knowledge qualifications available to this pathway (cont.)

K2 - Level 3 Certificate in Principles of Selling					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K2a	601/4827/5	Industry Qualifications	16	119-141	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Apprentices must complete one competence qualification and one knowledge qualification from those listed within this pathway.

The Sales qualifications contained within this pathway provide apprentices with knowledge and competence covering both sales and telesales. The qualifications are suitable for learners operating in either a sales role or a telesales role due to the flexibility of the units available in each qualification.

K1 - K2 provide the underpinning knowledge and understanding for qualifications C1a - C1l.

Learners are free to undertake the competence qualification with one awarding organisation and the knowledge qualification with another awarding organisation if they wish to do so.

As part of the evidence requirements for Apprenticeship Completion certification, a copy of a completed Apprentice Consent Form must be uploaded to ACE (www.acecerts.co.uk).

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	C	N/A
A' Level or AS Level qualification in English Language**	E	N/A
A' Level or AS Level qualification in English Literature**	E	N/A
A' Level or AS Level qualification in English Language and Literature**	E	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	C	N/A
A' Level or AS Level qualification in Mathematics**	E	N/A
A' Level or AS Level qualification in Pure Mathematics**	E	N/A
A' Level or AS Level qualification in Further Mathematics**	E	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

ICT is not included within the Sales & Telesales Advanced Apprenticeship framework because a significant number of sales professionals do not have access to ICT equipment and are not required to use ICT within their job role.

Although telesales professionals will use a significant degree of ICT skills within their job roles, these skills will be based upon bespoke software programmes rather than generic ICT requirements.

Progression routes into and from this pathway

Progression into the Advanced Apprenticeship in Sales & Telesales

Progression into this Advanced Apprenticeship may be from a wide number of routes due to the varying backgrounds and past academic and work related experiences of apprentices. Such routes will include having:

- undertaken a Level 2 Intermediate Apprenticeship in Sales & Telesales
- undertaken other Level 2 Intermediate Apprenticeships, such as customer service or marketing
- achieved QCF Awards, Certificates or Diplomas
- achieved a (14 - 19) Foundation or Higher Diploma
- achieved GCSEs or A levels.

Learners may also progress into the Advanced Apprenticeship without prior qualifications.

Most learners progressing into the Sales & Telesales Advanced Apprenticeship have some prior experience in a sales or telesales job role, although this is not a formal requirement. Learners who do not have any prior experience in a sales or telesales job role may be better suited to the Sales & Telesales Intermediate Apprenticeship, although all individuals should be judged on their own merits, experiences and capabilities.

Progression from the Advanced Apprenticeship in Sales & Telesales

Advanced apprentices, with support and opportunities in the workplace, can progress onto:

- the Level 4 Higher Apprenticeship in Business & Professional Administration
- the Level 4 Higher Apprenticeship in Leadership & Management
- the Level 5 Higher Apprenticeship in Leadership & Management
- further or higher education to undertake sales related or other qualifications, including foundation degrees
- a range of sales management undergraduate programmes
- a range of sales professional qualifications at level 4 and above.

With additional training, advanced apprentices may be able to progress in their careers to roles including regional sales manager, senior sales representative, national account controller, export manager, international sales manager, or sales director.

UCAS points for this pathway: N/A

Employee rights and responsibilities

Employee rights and responsibilities are embedded within the Level 3 Certificate in Principles of Sales, which automatically covers the key Employee Rights and Responsibilities.

ERR National Outcomes

1. knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010, and Health and Safety legislation, together with the responsibilities and duties of employers;
2. knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
3. knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
4. understands the role played by their occupation within their organisation and industry;
5. has an informed view of the types of career pathways that are open to them;
6. knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities;
7. knows where and how to get information and advice on their industry, occupation, training and career;
8. can describe and work within their organisation's principles of conduct and codes of practice;
9. recognises and can form a view on issues of public concern that affect their organisation and industry.

Learners may also choose to undertake the Instructus Skills ERR workbook, available from the Instructus Skills E-learning portal (elearning.instructus.org), although this is not a mandatory requirement within this pathway. The workbook has been designed to enable apprentices to work their way through a series of questions and activities which will bring ERR to life, making the learning more meaningful and long lasting and enhancing the employability skills of the apprentice.

Evidence of achievement of ERR

There is no longer a requirement to evidence ERR completion when applying for apprenticeship certificates. If the ERR component has been achieved, please mark the relevant tick box on ACE. However, we recommend that an internal record of ERR achievement is retained.

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

According to National Statistics data, approximately 60% of the sales and telesales workforce is female, although this figure varies considerably depending upon which sector of the economy and job level is being considered. The workforce is heavily dominated by younger workers, although again, at higher levels the age profile of the workforce changes considerably, as one would expect.

The ethnicity of the sales and telesales workforce is relatively reflective of the UK population as a whole, with around 10% of the workforce being from Black and Minority Ethnic backgrounds.

The workforce is evenly split between those working in full-time roles and those in part-time roles, which may be a factor in explaining the high proportion of female sales and telesales professionals. Research suggests that part-time roles across all industries tend to be relatively favoured (on aggregate) by female members of the workforce.

There is no data available on the proportion of the sales workforce that has a disability or learning difficulty.

Research suggests that the age imbalance within the industry is caused by a number of factors, including:

- a perception that the sector favours younger workers, with a lack of clear progression routes and opportunities allowing long term career development
- a lack of 'career' sales people, likely caused by graduate entry into the profession, with graduates remaining in the profession for a short period of time only.

The development of this apprenticeship framework aims to mitigate these potential factors by developing an open, clear and fit-for-purpose apprenticeship framework that provides a non-graduate entry route into the profession and supports recognised progression routes through the profession.

As the UK workforce and customer base becomes more diverse, sales and telesales needs to reflect that diversity and manage it effectively. This requires not only sensitivity to issues such as ethnicity, culture, gender and disability, but an awareness of the potential for different and more creative approaches that diversity in general brings.

Apprenticeships are seen as a vital route to encourage and facilitate a diverse set of individuals entering into sales and telesales. Entry conditions into this framework do not discriminate against any individuals, with the framework being open and accessible to all potential apprentices. Mentoring is also promoted within the apprenticeship to provide additional

support and increase the chances of apprentices completing the framework. Training providers and employers must also comply with the Equality Act 2010 (http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/) to ensure that applicants are not discriminated against in terms of entry to and promotion within, the Industry, using the protected characteristics of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- gender
- sexual orientation.

Download the guidance on the Equality Act here.

Skills CFA will monitor take-up and achievement of all apprenticeships and take steps to address any barriers to take-up and achievement.

On and off the job guided learning (England)

Total GLH for each pathway

Level 2 Sales & Telesales Intermediate Apprenticeship

The minimum Guided Learning Hours (GLH) for the Sales & Telesales Intermediate Apprenticeship is 433 hours. It is expected that the apprenticeship will last a minimum of 12 months, but a flexible approach to learning is encouraged for learners who have prior learning or experience. To comply with SFA requirements, learners aged 16-18 must spend a minimum of 12 months on this apprenticeship programme. Learners aged 19+ must also spend a minimum of 12 months on this apprenticeship programme, unless they have documented evidence of accredited or recognised prior learning. Where documented evidence of accredited or recognised prior learning is provided, learners aged 19+ must still spend a minimum of six months on this apprenticeship.

Please note, to comply with the Apprenticeship, Skills, Children and Learning Act, A minimum of 280 Guided Learning Hours within the first year of the apprenticeship and at least 280 Guided Learning Hours (pro rata) in each subsequent year must be completed.

Regardless of how long the apprenticeship takes, the minimum 433 hours of Guided Learning must be met.

Level 3 Sales & Telesales Advanced Apprenticeship

The minimum Guided Learning Hours (GLH) for the Sales & Telesales Advanced Apprenticeship is 507 hours. It is expected that the apprenticeship will last a minimum of 18 months, but a flexible approach to learning is encouraged for learners who have prior learning or experience. To comply with SFA requirements, learners aged 16-18 must spend a minimum of 12 months on this apprenticeship programme. Learners aged 19+ must also spend a minimum of 12 months on this apprenticeship programme, unless they have documented evidence of accredited or recognised prior learning. Where documented evidence of accredited or recognised prior learning is provided, learners aged 19+ must still spend a minimum of six months on this apprenticeship.

Please note, to comply with the Apprenticeship, Skills, Children and Learning Act, A minimum of 280 Guided Learning Hours within the first year of the apprenticeship and at least 280 Guided Learning Hours (pro rata) in each subsequent year must be completed.

Regardless of how long the apprenticeship takes, the minimum 507 hours of Guided Learning

must be met.

Guided Learning Hours can be attached to both the accredited and un-accredited parts of the apprenticeship, and will include, for example, inductions, discussions on the ERR national outcomes or workbook, reviews, training, the qualifications, career discussions, Personal Learning and Thinking Skills (PLTS), Functional Skills and any other activities which help the apprentice gather the required skills and underpinning knowledge needed within their job role.

It is recommended that a plan is developed at the outset of the apprenticeship programme to determine how the Guided Learning Hours requirements will be met.

Minimum off-the-job guided learning hours

Level 2 Sales & Telesales Intermediate Apprenticeship

The total off-the-job Guided Learning for the Sales & Telesales Intermediate Apprenticeship is 153 hours, made up as follows:

- 30 hours for Functional Skills (15 hours per Functional Skill)
- 79 hours (minimum) for the knowledge based qualification
- 20 hours for activities including inductions, ERR workbooks and Personal Learning and Thinking Skills
- 24 hours of off-the-job coaching and mentoring to support the apprentice.

Level 3 Sales & Telesales Advanced Apprenticeship

The total off-the-job Guided Learning for the Sales & Telesales Advanced Apprenticeship is 145 hours, made up as follows:

- 30 hours for Functional Skills (15 hours per Functional Skill)
- 71 hours (minimum) for the knowledge based qualification
- 20 hours for activities including inductions, ERR workbooks and Personal Learning and Thinking Skills
- 24 hours of off-the-job coaching and mentoring to support the apprentice.

How this requirement will be met

Off-the-job Guided Learning Hours refers to the time taken to develop the technical skills and to develop knowledge of theoretical concepts across a range of contexts. It can be seen as time away from "the immediate pressures of the job", and may include all of the following (non-exclusive) activities:

- individual and Group teaching
- coaching
- distance learning

- e-learning
- feedback and Assessment
- guided study
- learning with peers/networked or collaborative learning
- Mentoring.

Off-the-job Guided Learning Hours must:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- be delivered during contracted working hours.

It should be noted that the Guided Learning Hours attached to the Functional skills and the knowledge qualifications are split between off-the-job and on-the-job learning hours. The expectation is that apprentices will undertake some learning off-the-job to achieve the underpinning knowledge attached to each qualification, supported by on-the-job learning to embed this knowledge and practice its application whilst learning on-the-job.

Evidence of off-the-job Guided Learning Hours will include:

There is no requirement for the achievement of GLH to be evidenced at the point of claiming a completion certificate. However, we recommend that an internal record of GLH achievement is kept for auditing purposes.

Minimum on-the-job guided learning hours

Level 2 Sales & Telesales Intermediate Apprenticeship

The total on-the-job Guided Learning for the Sales & Telesales Intermediate Apprenticeship is 280 hours, made up as follows:

- 60 hours for Functional Skills (30 hours per Functional Skill)
- 124 hours (minimum) for the competence based qualification
- 52 hours (minimum) for the knowledge based qualification
- 44 hours of on-the-job coaching and mentoring to support the apprentice, including the development of their Personal Learning and Thinking Skills.

Level 3 Sales & Telesales Advanced Apprenticeship

The total on-the-job Guided Learning for the Sales & Telesales Advanced Apprenticeship is 362

hours, made up as follows:

- 60 hours for Functional Skills (30 hours per Functional Skill)
- 210 hours (minimum) for the competence based qualification
- 48 hours (minimum) for the knowledge based qualification
- 44 hours of on-the-job coaching and mentoring to support the apprentice, including the development of their Personal Learning and Thinking Skills.

How this requirement will be met

On the job guided learning hours refers to the time taken to develop the practical skills applied in the context of a job role. It can be seen as the time the apprentice spends being guided whilst undertaking normal activities as part of their job role, and which provide opportunities to learn, develop and practice skills.

On-the-job Guided Learning Hours must:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- be delivered during contracted working hours.

Evidence of on-the-job Guided Learning Hours will include:

There is no requirement for the achievement of GLH to be evidenced at the point of claiming a completion certificate. However, we recommend that an internal record of GLH achievement is kept for auditing purposes.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

All 6 Personal Learning and Thinking Skills (PLTS) must be achieved and evidenced by the apprentice as part of the framework requirements. The PLTS have been mapped to the mandatory units of the competence and knowledge qualifications to demonstrate where these skills are likely to naturally occur. This mapping can be downloaded from the Skills CFA website (www.skillscfa.org).

Where the mapping shows PLTS are not fully covered by the mandatory units of the competence and knowledge qualifications, the PLTS must be integrated into the Apprenticeship programme either within the competence and knowledge qualifications themselves, or within other areas of the programme, such as the ERR workbook, Functional Skills, or through the general activities performed by the apprentice in the course of their job role or Apprenticeship.

A Guide for Practitioners has been developed by Skills CFA to provide additional information on how to integrate the achievement of all 6 PLTS, which is available from the Skills CFA website (www.skillscfa.org). The guide focuses on the importance of introducing PLTS during induction so that apprentices can learn to recognise for themselves when and how the PLTS are being demonstrated. The guide also includes an example of how the PLTS can be mapped to a sample of optional units.

As achievement of PLTS can be marked in a tick box when claiming Apprenticeship completion certification, there is no longer a requirement to evidence PLTS completion when applying for apprenticeship certificates. However, we recommend that an internal record of PLTS achievement is retained.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Creative Thinking skills encompass:

- generating ideas and exploring possibilities
- asking questions to extend thinking
- connecting own and others' ideas and experiences in inventive ways

- questioning own and others' assumptions
- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Independent Enquiry skills encompass:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Reflective Learning skills encompass:

- assessing yourself and others, identifying opportunities and achievements
- setting goals with success criteria for your personal development and work
- reviewing progress, acting on the outcomes
- inviting feedback and dealing positively with praise, setbacks and criticism
- evaluating experiences and learning to inform your future progress
- communicating your learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Team Working skills encompass:

- collaborating with others to work towards common goals
- reaching agreements, managing discussions to achieve results

- adapting behaviour to suit different roles and situations, including leadership roles
- showing fairness and consideration to others
- taking responsibility, showing confidence in yourself and your contribution
- providing constructive support and feedback to others.

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Self Management skills encompass:

- seeking out challenges or new responsibilities and showing flexibility when priorities change
- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions
- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed
- managing your emotions and building and maintaining relationships.

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Effective Participation skills encompass:

- discussing issues of concern, seeking resolution where needed
- presenting a persuasive case for action
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements that would benefit others as well yourself
- trying to influence others, negotiating and balancing diverse views to reach workable solutions
- acting as an advocate for views and beliefs that may differ from your own.

Additional employer requirements

There are no additional employer requirements.

apprenticeship
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