

# Specification

NVQ

Edexcel Level 2 and Level 3 NVQs in Telesales

For first teaching December 2009



Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

*References to third party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

Authorised by Roger Beard  
Prepared by Tom Gudgeon

All the material in this publication is copyright  
© Edexcel Limited 2010

# Contents

---

<b>Qualification titles covered by this specification</b>	<b>1</b>
<b>Key features of the Edexcel Level 2 and Level 3 NVQ in Telesales</b>	<b>2</b>
What is the purpose of these qualifications?	2
Who are these qualifications for?	2
How are these qualifications assessed?	2
What are the potential job roles for those working towards these qualifications?	2
What progression opportunities are available to learners who achieve these qualifications?	3
What is the qualification structure for the Edexcel Level 2 NVQ in Telesales?	4
What is the qualification structure for the Edexcel Level 3 NVQ in Telesales?	5
<b>What are the assessment requirements for these qualifications?</b>	<b>6</b>
<b>Centre requirements</b>	<b>8</b>
<b>Quality assurance</b>	<b>8</b>
What resources are required to offer these qualifications?	9
What are the access arrangements and special considerations for these qualifications?	9
<b>Further information</b>	<b>10</b>
<b>Useful publications</b>	<b>10</b>
How to obtain National Occupational Standards	10
<b>Professional development and training</b>	<b>11</b>



# Qualification titles covered by this specification

This specification contains the information you require to offer the following qualifications:

<b>Qualification title</b>	<b>Qualification Accreditation Number (QAN)</b>
Edexcel Level 2 NVQ in Telesales	500/7993/1
Edexcel Level 3 NVQ in Telesales	500/7994/3

These qualifications have been accredited to the National Qualification Framework (NQF) and are eligible for public funding as determined by the Department for Children, Schools and Families (DCSF) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DCSF and the regularly updated website [www.dcsf.gov.uk/](http://www.dcsf.gov.uk/).

You should use the Qualifications Accreditation Number (QAN) when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique unit code, which is listed in this specification.

The qualification title and unit codes will appear on the learners' final certification documentation. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

# Key features of the Edexcel Level 2 and Level 3 NVQ in Telesales

## These qualifications:

- are nationally recognised qualifications
- are based on the Sales and Telesales National Occupational Standards (NOS). The NOS, assessment strategy and qualification structure(s) are owned by the Marketing and Sales Standard Setting Body (MSSSB).

## What is the purpose of these qualifications?

The Level 2 and 3 NVQs in Telesales are designed to provide:

- education and training for those in the telesales sector
- opportunities for people in the telesales sector to achieve a National Vocational Qualification
- opportunities for full-time learners to achieve a National Vocational Qualification
- the knowledge, understanding and skills learners need to develop their understanding of the telesales environment
- opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

## Who are these qualifications for?

These qualifications are for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

## How are these qualifications assessed?

Learners are assessed within the workplace. A 'pass' will be awarded on the successful achievement of the required units within the qualification structure.

## What are the potential job roles for those working towards these qualifications?

- Telesales Operator
- Sales Executive

## **What progression opportunities are available to learners who achieve these qualifications?**

These NVQs are part of the existing suite of Sales NVQs and Apprenticeships.

### **Level 2**

Learners can progress to the Edexcel Level 3 NVQ in Telesales to improve their skills and competencies in this area or to alternative Level 2 qualifications, such as the Edexcel Level 2 NVQ in Sales.

### **Level 3**

Learners can progress from the Edexcel Level 2 NVQ in Telesales to improve their skills and competencies in this area or to alternative Level 3 qualifications, such as the Edexcel Level 3 NVQ in Sales.

## What is the qualification structure for the Edexcel Level 2 NVQ in Telesales?

To gain the qualification the learner must achieve all three mandatory units and three optional units.

<b>Edexcel Level 2 NVQ in Telesales</b>			
<b>Mandatory units</b>			
<b>Unit number</b>	<b>Unit title</b>	<b>Level</b>	<b>NDAQ reference</b>
5.4	Manage and prioritise time for sales activities	2	H/103/9660
7.8	Demonstrate compliance with legal, regulatory and ethical requirements for sales activities	2	D/103/9673
7.3	Sell products or services over the telephone	2	L/103/8261
<b>Optional units</b>			
Three units may be chosen from this group.			
1.1	Obtain and analyse sales-related information	2	F/103/9634
2.8	Develop, implement and monitor sales call plans	2	M/103/9645
4.9	Manage your own personal and professional development in sales	2	J/103/9683
5.3	Develop and deliver a professional sales presentation	2	M/103/9659
7.1	Generate and follow up sales leads	2	J/103/9666
7.6	Handle objections and close sales	2	R/103/9671
8.1	Input and access data in your organisation's information systems	2	H/103/9674
8.2	Assist customers to obtain finance for purchases	2	K/103/9675
8.3	Process customer orders and payments	2	M/103/9676
8.4	Monitor the delivery of products	2	T/103/9677

## What is the qualification structure for the Edexcel Level 3 NVQ in Telesales?

To gain the qualification the learner must achieve all three mandatory units and four optional units.

<b>Edexcel Level 3 NVQ in Telesales</b>			
<b>Mandatory units</b>			
<b>Unit number</b>	<b>Unit title</b>	<b>Level</b>	<b>NDAQ reference</b>
7.1	Generate and follow up sales leads	3	J/103/9666
7.6	Handle objections and close sales	3	R/103/9671
7.8	Demonstrate compliance with legal, regulatory and ethical requirements	3	D/103/9673
<b>Optional units</b>			
Four units may be chosen from this group.			
1.1	Obtain and analyse sales-related information	3	F/103/9634
1.2	Analyse competitor information	3	J/103/9635
2.6	Lead and manage sales' projects	3	H/103/9643
3.3	Assess customer creditworthiness	3	J/103/9649
3.4	Pricing to promote products and services	3	A/103/9650
4.1	Lead a sales team	3	J/103/9649
4.2	Provide learning opportunities for colleagues	3	L/103/9653
4.3	Motivate sales professionals and sales partners	3	R/103/9654
4.8	Monitor and evaluate sales team performance	3	F/103/9682
4.9	Manage your own personal and professional development in sales	3	J/103/9683
5.1	Develop sales proposals and quotations	3	H/103/9657
5.2	Prepare and run sales meetings	3	K/103/9661
5.3	Develop and deliver a professional sales presentation	3	M/103/9659
5.5	Develop your personal networks	3	K/103/9661
6.2	Use direct marketing to support sales activities	3	T/103/9663
7.3	Sell products or services over the telephone	3	R/103/9668
8.2	Assist customers to obtain finance for purchases	3	K/103/9675
8.5	Meet your customer's after sales service needs	3	A/103/9678
C6	Implement change	3	T/103/1594
2.9	Contribute to the development of new products and services	3	J/103/8307

# What are the assessment requirements for these qualifications?

The assessment strategy for these qualifications has been developed by MSSSB and must be adhered to.

- The learner must achieve all the required units within the qualification structure.
- The knowledge evidence and performance criteria within each unit must be used.
- To achieve a 'pass' a learner must have satisfied **all** the criteria.
- Evidence provided by the learner must be their own work, appropriate to the work context and sufficient to demonstrate that they have the knowledge, skills and/or understanding for each assessment criteria within the unit.
- Where possible, learners should be encouraged to cross reference evidence within and across units.

These qualifications are designed to be assessed in the workplace, or in conditions resembling the workplace. Learners may be assessed when they have consistently demonstrated that they have met the standard required in the assessment criteria.

Evidence of competence may come from:

- the **recognition of prior learning** – where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and external verification purposes. RPL is acceptable for accrediting a unit, units or a whole qualification
- **current practice** – where evidence is generated from a current job role
- a **programme of development** – where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- a **combination** of these.

## Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the knowledge evidence or performance criteria. Evidence may take many forms including:

- direct observation of the learner's performance by their assessor
- products of the learner's work
- authentic statements – witness testimony
- personal statement
- outcomes from questioning
- outcomes from simulation (use of simulation is restricted to specific units)
- case studies
- assignments, tasks or projects
- recognition of prior learning.

It is important that the evidence is:

- valid – it relates to the knowledge evidence or performance criteria that the learner is trying to prove
- authentic – the evidence, or an identified part of it eg a report produced by the learner
- sufficient – covers all the assessment criteria within the unit.

Evidence must be available for the assessor, internal verifier and external verifier. Learners should be encouraged to reference their evidence against the relevant assessment criteria. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

Evidence provided by the learner can be collected from a range of sources such as employment, voluntary work, training programmes and interests/activities which the learner performs outside work. It can also be produced in various formats including:

- learner's own reports
- testimonies from colleagues
- projects
- models
- audio tapes, photographs, videos
- extracts from training manuals etc.

### **Holistic assessment**

Learners must be able to demonstrate that they are competent in each knowledge evidence or performance criteria within a unit. There will be instances when the learner is able to use one piece of evidence to prove their competence across different knowledge evidence or performance criteria. There may also be evidence which is relevant across different units. It is therefore not necessary for the learner to have each knowledge evidence or performance criteria assessed separately. Learners should be encouraged to reference the performance criteria that the evidence relates to.

# Centre requirements

## Quality assurance

The knowledge evidence and performance criteria for each unit set out the standard to be achieved by each learner in order to gain the qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment are monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition approval if a centre is not currently approved to offer Edexcel qualifications
- **annual compulsory** Edexcel-provided training and standardisation for lead internal verifiers
- centre risk assessment by Edexcel of overarching processes and quality standards (this would usually be via self-assessment, but will include visits on occasions). Quality Review and Development visits will be conducted by an Edexcel Quality Development reviewer
- annual visits by Edexcel Standards Verifiers for the occupational sector
- assessment sampling and/or training for centres identified, through standardisation or risk assessment activities, in need of support and guidance
- programmed sampling of internal verification and assessor decisions.

Centres are required to declare their commitment to ensuring quality and appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities. Centres already holding Edexcel NVQ approval\* are able to gain qualification approval online. New centres must complete a centre recognition approval application.

\*The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will take action to defend the integrity of the awarding of qualifications. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

The key principles of quality assurance are that:

- a centre delivering Edexcel programmes must be an approved recognised centre and must have approval for programmes or groups of programmes that it is operating
- the centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Edexcel makes available to recognised centres a range of materials and opportunities intended to exemplify the processes required for effective assessment and examples of effective standards. Recognised centres must use the materials and services to ensure that all staff delivering Edexcel qualifications keep up to date with the guidance on assessment
- a recognised centre must follow agreed protocols for standardisation of assessors and verifiers, planning, monitoring and recording of assessment processes, and dealing with special circumstances, appeals and malpractice.

### **What resources are required to offer these qualifications?**

These qualifications are designed to support learners working in the sector. Physical resources should normally be of industry standard. Staff supporting or assessing the learner must be familiar with current practice and standards in the sector concerned.

### **What are the access arrangements and special considerations for these qualifications?**

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website ([www.edexcel.com](http://www.edexcel.com)). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

## Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

## Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications  
Adamsway  
Mansfield  
Nottinghamshire NG18 4FN

Telephone: 01623 467 467  
Fax: 01623 450 481  
Email: [publications@linneydirect.com](mailto:publications@linneydirect.com)

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

## How to obtain National Occupational Standards

The Marketing and Sales Standards Setting Body (MSSSB)  
Moor Hall  
Cookham  
Berkshire SL6 9QM

Telephone: 01628 427107  
Fax: 01628 427399  
Email: [info@msssb.org](mailto:info@msssb.org)  
Website: [www.msssb.org](http://www.msssb.org)

# Professional development and training

Edexcel supports UK and international customers with training related to NVQ qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

February 2010

For more information on Edexcel and BTEC qualifications please  
visit our website: [www.edexcel.com](http://www.edexcel.com)

BTEC is a registered trademark of Edexcel Limited

Edexcel Limited. Registered in England and Wales No. 4496750  
Registered Office: One90 High Holborn, London WC1V 7BH. VAT Reg No 780 0898 07