

# ICM

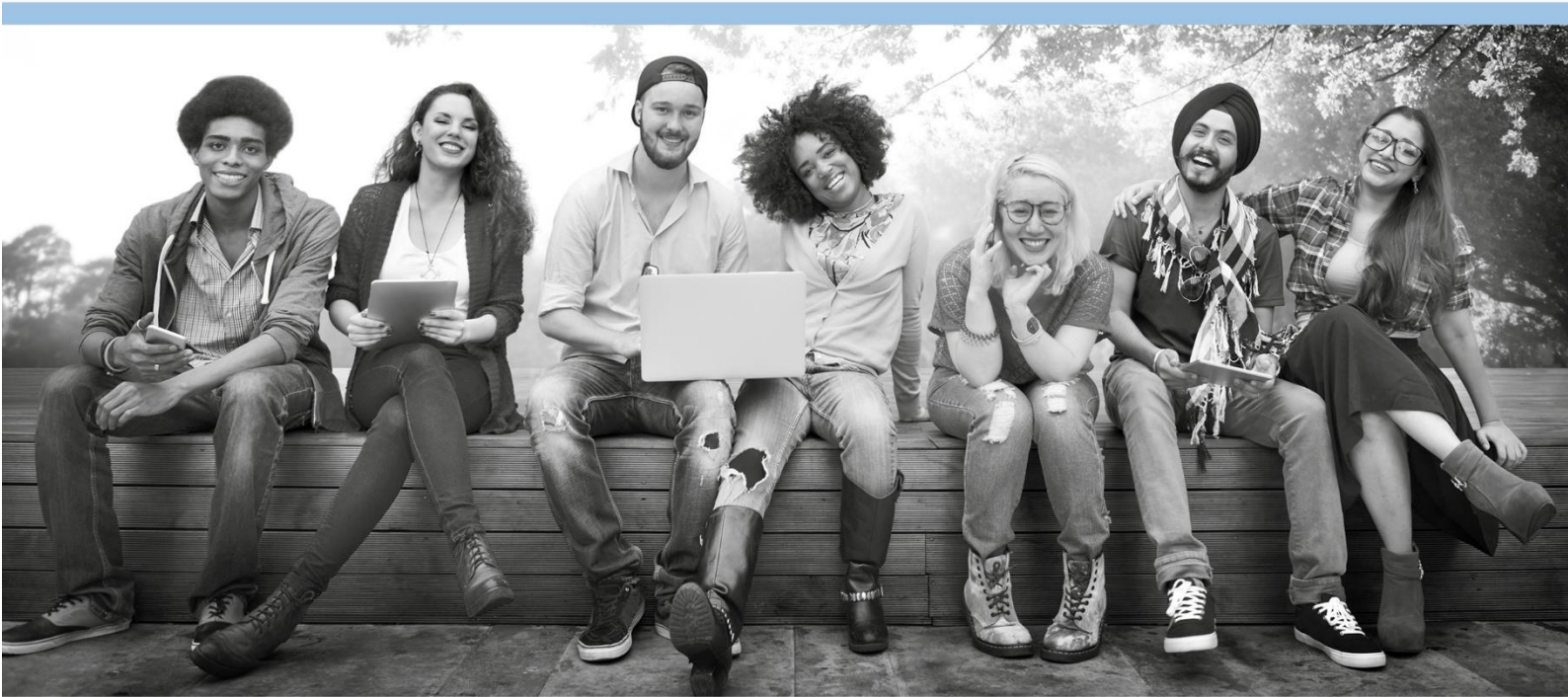
## **ICM Level 5 Professional Diploma in Marketing with Sales Management Qualification Specification**

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# ICM

## ***“Providing Inclusive Education in a Changing World”***

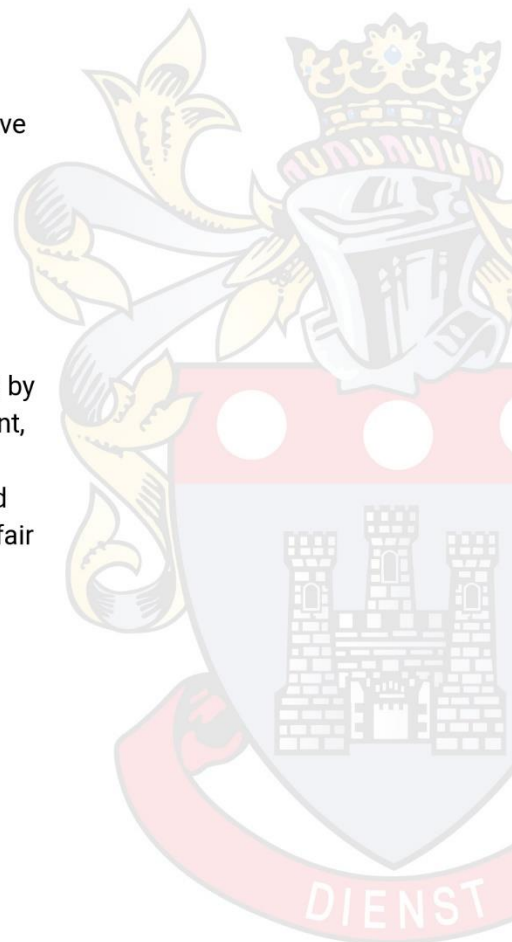


### **Statement of Intent**

“ICM is committed to providing inclusive education in a changing world. We achieve this by responding to the needs of our Centres, Learners and other stakeholders in order to evolve our offer of fit for purpose, accessible qualifications. Taking a collaborative, open approach and to giving and receiving feedback, we are able to meet the needs of a range of employers in a range of sectors by preparing Learners for the challenges of the contemporary agile workplace.

This document is one in a series of policies, procedures and handbooks designed by ICM with consideration to equity, diversity and inclusion in the design, development, delivery and awarding of qualifications. Our continual endeavours aim to achieve accessibility in assessments (examinations for the assessment of knowledge and practical observations for the assessment of skills) and more specifically for the fair and valid assessment of Learners against educational standards.”

Adair Ford  
CEO





# ICM

***“Providing Inclusive Education  
in a Changing World”***

## Our **Mission**

To help progress people’s lives through providing affordable, inclusive and high-quality education for all, including hard to reach Learners.

## Our **Vision**

We endeavour to demonstrate the provision of quality education by ensuring that we comply with all legal and regulatory requirements, our vision is twofold:

- To ensure, with professional advice as appropriate, that ICM complies with all constitutional, legal, regulatory and statutory requirements.
- To understand and comply with the constitution and rules that govern ICM, and to review the constitution regularly (at least every three years) to ensure it is fit for purpose.

## Our **Values**

- ICM value transparency in the way we operate and in our charging structure.
- We value fairness in how we assess our Learners and in how we treat people.
- We value honesty, accountability and integrity in how our charity is governed.



Institute of Commercial Management

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## **1.0 Introduction**

This qualification specification provides details about the ICM Level 5 Professional Diploma in Marketing and Sales Management; it outlines the qualification's objectives and explains how the learning outcomes are assessed. This is an essential reference document for Learners, Centres and Examiners which can be used before, during and after delivery of the qualification. ICM Approved Centres will be notified of any changes to this specification. The most up-to-date version of this qualification specification can always be found on ICM's website via the Centre SharePoint at: <https://www.icm.education/centres/sharepoint> and further information on ICM and our qualifications can be found at: <https://www.icm.education/explore-our-qualifications>.

## **2.0 ICM Qualifications**

Established as a charity for global outreach in 1979, the Institute of Commercial Management (ICM) is an Awarding Organisation (AO) for commercial and business development staff. ICM provides a wide range of self-regulated qualifications in business, management and vocational areas. Our qualifications are designed to address and respond to the regional training needs, as well as the personal development of Learners, whether entering or continuing to work within the wide and varied commercial sector.

## **3.0 About this Qualification: ICM Level 5 Professional Diploma in Marketing with Sales Management**

The aim of the ICM Level 5 Professional Diploma in Marketing with Sales Management is to provide Learners with the ability to understand approaches to marketing management and how to design, deliver and apply marketing strategies. This qualification also aims to equip learners to apply their understanding of sales principles, the connection between sales and marketing, ethical guidelines and the recruitment and management of sales and marketing teams to attain sales targets.

### **3.1 Qualification Objectives**

The objectives of the Level 5 Professional Diploma in Marketing and Sales Management are to:

- Provide a qualification in marketing and sales management that combines subject knowledge with relevant industrial based examples that are essential for Learners to initiate or advance their career in sales and marketing.
- Provide learners with a comprehensive understanding of marketing strategies and tools, enabling them to create effective marketing plans for various products and services in both domestic and international markets.
- Equip Learners with an understanding and application of diverse sales techniques and approaches, as well as the skills needed to recruit, train, and manage sales teams.
- Provide an applied balance enhancing employability skills, fostering essential knowledge and understanding, catering to learners' career development or academic pursuits.
- Provide opportunities for Learners to develop the skills, techniques and personal attributes essential for successful working lives within marketing and sales industries.

### **3.2 Qualification Rationale**

This qualification serves as a structured pathway for Learners to initiate or advance their careers in Sales and Marketing. This qualification is designed to accommodate Learners' career advancements

by offering a focused study of directly applicable topics that have a broad relevance, particularly in the roles of sales personnel or marketing executives.

### **3.3 Overview of Knowledge, Understanding and Skills**

On successful completion of this qualification, Learners are equipped with a range of knowledge and understanding including, but not limited to:

- Marketing Strategies and Design
- Market Research and Analysis
- Planning and Designing Marketing Programmes
- Sales Strategies and Techniques
- Sales Management and Ethics

Entry requirements for Learners:

- While ICM do not set specific entry requirements for the qualification, ICM Approved Centres are required to review and make entry decisions based on learners' academic qualifications, prior knowledge and experience to ensure that learners have the ability and understanding at the right level to undertake the qualification.
- Where English is an additional language, ICM recommends Learners have a level of spoken and written English equivalent to CEFR level B2/IELTS level 6. Centres assess Learners' level of spoken and written English prior to the commencement of teaching. For more information about IELTS please go to <https://www.ielts.org/what-is-ielts/ielts-introduction>. For more information about CEFR levels please go to <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>.
- The minimum age for registration on ICM qualifications is 18 years.

### **3.4 Accreditation of Prior Learning (APL) and Unit Exemption**

Accreditation of Prior Learning (APL) is a process for assessing and where appropriate, recognising prior learning and/or experience or prior certificated learning for academic purposes. This recognition may give the Learner unit(s) exemption and allow the previous learning to be counted towards the completion of a qualification. If a Learner has acquired any previous qualifications and can apply for Accreditation of Prior Learning (APL), they must inform the ICM Approved Centre when registering for ICM qualifications with a proof of relevant practical experience or relevant previous academic learning. For more information on APL, see the ICM [Accreditation of Prior Learning \(APL\) Policy and Procedure](#).

### **3.5 Guided Learning Hours (GLH) and Total Qualification Time (TQT)**

A qualification is made up of Guided Learning Hours (GLH) and Non-Guided Learning Hours (NGLH). The amount of GLH allocated to each specific unit is set out in the qualification overview section. These hours are given for guidance only and the amount of time required by individual Learners will vary. The Total Qualification Time (TQT) is the sum of guided learning hours and independent learning hours, representing the total amount of time a Learner may take to complete each unit.

### **3.6 Credit Value**

The credit value for the Level 5 Professional Diploma in Marketing and Sales Management is 40 credits. The credit value of the qualification is based on the total notional learning hours and as a guide, 10 notional learning hours are equal to one credit.

### 3.7 Progression Opportunities

This qualification provides Learners with the knowledge, understanding and attributes required to pursue a career in Marketing and Sales. Upon successfully completing this qualification, Learners can explore various progression opportunities, including:

- Seek employment in sales and marketing management related roles.
- Specialise further in specific areas of in Marketing or Sales.
- Advance their academic journey by pursuing higher education in sales and marketing areas.

For more information on the structure of qualification levels and ICM equivalencies, please visit <https://www.icm.education/explore-our-qualifications/relative-equivalencies>.

### 3.8 Assessment Overview

The assessment method for this qualification is via open book assignment-based assessment (set and marked by ICM). Further information about the assessment process can be found in section 5 of this document.

### 3.9 Levels of Attainment

Levels of attainment reflect the skills and knowledge set out in the level descriptors for the Regulated Qualifications Framework (RQF) below:

Level	Knowledge descriptor (the holder...)	Skills descriptor (the holder can...)
Level 5	Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts. Can analyse, interpret and evaluate relevant information, concepts and ideas. Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them.	Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions. Evaluate actions, methods and results.

### 3.10 Delivery Requirements

Centres are required to have the facilities and resources to effectively deliver the qualification. A number of resources and (GLH) are listed within each unit.

### 3.11 Requirements for Centres

To offer this qualification, Centres must apply for ICM Approved Centre status. To apply please visit <https://www.icm.education/Centres/approved-Centre-application> and fill in the application form.

### 3.12 Assessment Command Words

ICM have provided a list of assessment command words which can be used when writing assessments at this level.

Level 5 Command Words	
Analyse	Break an idea down into separate parts and examine each of these; explain how contemporary ideas are linked to practice of an idea/concept
Apply	Clearly explain how existing knowledge links to something different/new situation using relevant concepts/ideas using practices and standards
Assess	Use available information to make a judgement about an idea
Compare	Examine in detail two (or more) ideas and look for similarities
Contrast	Examine in detail two (or more) ideas and look for differences
Define	Describe the meaning of a word/term/concept
Demonstrate	Show detailed knowledge and understanding of a topic
Describe	Provide an extended account of a topic/concept in a logical manner
Discuss	Give a detailed account including a range of views about a particular concept with a brief conclusion
Draw conclusions	Make a final, clear decision about an argument provided in an answer
Evaluate	Examine strengths and weaknesses of an idea using a range of concepts and draw one or more conclusions
Explain	Show understanding of underpinning concepts and ideas using examples
Illustrate	Give clear information about an idea with detailed descriptions to highlight an argument
Judge	Form an opinion about an idea that is logical and based on knowledge
Justify	Provide a comprehensive explanation/rationale for an idea presented/argued with a logical conclusion
Suggest	Form an opinion about an idea that is logical and based on knowledge and justified
Summarise	Select and then present the main ideas or arguments about a concept in a concise way



### 3.13 Guide to the Units

The qualifications are split into units specifying the knowledge and skills a Learner must demonstrate in their assessments.

<b>Unit Title</b>	<b>Title of Unit</b>
<b>Unit Level</b>	The RQF level of demand placed upon Learners in line with the RQF Level Descriptors.
<b>Unit Code</b>	A unique code assigned to a unit.
<b>Credit Value</b>	The credit value of the qualification based on the total notional learning hours and, as a guide, 10 notional learning hours equate to one credit.
<b>Unit Aims</b>	The unit aims help to define the scope, style and depth of learning of the unit.
<b>Learning Outcomes</b>	Sets out what is expected of the Learner and defines the knowledge, understanding and/or skills they will acquire on completion of the unit.
<b>Indicative Teaching Content</b>	Facts, concepts, theories, and principles that are taught and learned for a specific unit.
<b>Assessment Method</b>	Defines the type of assessment and the way it will be used to assess achievement.
<b>Teaching and Learning Resources</b>	Resources that support the learner in understanding the content of the unit being taught
<b>Total Qualification Time (TQT)</b>	Total hours required to complete the unit, including independent study and assessment.
<b>Guided Learning Hours (GLH)</b>	This indicates the number of teaching hours required.
<b>Non-Guided Learning Hours (NGLH)</b>	Recommended hours of independent study.

## 4.0 Qualification Overview

### 4.1 Unit List

Qualification Title: **ICM Level 5 Professional Diploma in Marketing with Sales Management**

Total Credit Value: **40**

Total Guided Learning Hours (GLH): **240**

Total Qualification Time (TQT): **400**

ICM Unit Code	Unit title	GLH	TQT	Credits	Assessment Method
PDMS05	Marketing Strategies	80	120	12	Open book Assignment
PDPMMP05	Planning and Managing Marketing Programmes	40	80	8	Open book Assignment
PDSSM05	Sales Techniques	80	120	12	Open book Assignment
PDSSM05	Sales Management and Control	40	80	8	Open book Assignment

## 4.2 Unit Descriptors

<b>Unit Title</b>	<b>Marketing Strategies</b>
<b>Level</b>	<b>5</b>
<b>Unit Code</b>	<b>PDMS05</b>
<b>Credit Value</b>	<b>12</b>
<b>Unit Aims</b>	
Marketing Strategies aims to equip Learners with an understanding of the fundamentals and design of marketing strategies and how to research and analyse markets.	
<b>Learning Outcomes</b>	
<p><b>On completion of this unit the Learner will have the skills and knowledge on:</b></p> <ul style="list-style-type: none"> <li>A. The theoretical underpinnings of strategic marketing and planning</li> <li>B. Planning concepts and frameworks to be adopted in identifying and exploiting consumer and business markets</li> <li>C. Approaches, frameworks and techniques to be adopted in identifying and selecting target markets</li> <li>D. Approaches to developing and implementing national and international marketing strategies</li> </ul>	
<b>Indicative Teaching Content</b>	
<p><b>1. Fundamentals of Marketing Strategies</b></p> <ul style="list-style-type: none"> <li>1.1. The foundations of strategic planning</li> <li>1.2. The strategic marketing plan</li> <li>1.3. The marketing planning process</li> <li>1.4. The 6Ps of marketing</li> </ul> <p><b>2. Analysing Marketing Opportunities</b></p> <ul style="list-style-type: none"> <li>2.1. Marketing information systems and marketing research</li> <li>2.2. Analysis of the marketing environment</li> <li>2.3. Analysis of the consumer markets and buyer behaviour</li> <li>2.4. Analysis of the business markets with organisational buying behaviour</li> <li>2.5. Competitor analysis</li> </ul> <p><b>3. Researching and Selecting Target Market</b></p> <ul style="list-style-type: none"> <li>3.1. Measuring and forecasting market demand</li> <li>3.2. Identifying market segmentation and selecting target markets</li> </ul> <p><b>4. Designing Marketing Strategies</b></p> <ul style="list-style-type: none"> <li>4.1. Marketing strategies for differentiating and positioning the marketing offer</li> <li>4.2. Developing, testing and launching new products and services</li> <li>4.3. Managing the product life cycle</li> <li>4.4. Methods of international market entry</li> <li>4.5. International marketing programmes</li> </ul>	
<b>Assessment method</b>	
Marketing Strategies is assessed by an open book assignment-based examination. There are two compulsory questions which must be passed (the pass rate for each assessment component is set at a minimum of 40%) to achieve this unit. Each question is worth 25 marks and relates to one of the Learning Outcomes. Learners must have covered all of the teaching content prior to attempting the open book assignment-based examination. Learners must be able to	

demonstrate an understanding of the fundamentals and design of marketing strategies and how to research and analyse markets.

At level 5 Learners must demonstrate an ability to:

- (i) Analyse, interpret and evaluate relevant information and ideas related to Marketing Strategies.
- (ii) Apply theoretical/ technical knowledge to demonstrate an understanding of Marketing Strategies to address defined questions that are complex.
- (iii) Demonstrate a comprehensive awareness of different viewpoints and approaches to Marketing Strategies and the reasoning behind them.
- (iv) Effectively communicate knowledge and understanding in written response(s).

#### **Teaching and Learning Resources**

Kotler, P., Keller, L. & Chernev, A. (2021). Marketing Management (Global Edition. 16th ed. Upper Saddle river NJ: Pearson

Kotler, P., & Keller, L. (2015). Marketing Management. 15<sup>th</sup> ed. Upper Saddle river NJ: Pearson

Hooley, G. et al. (2020). Marketing Strategy and Competitive Positioning. 7<sup>th</sup> ed. Upper Saddle river NJ: Pearson

Monk, K. (1988). Go International, London: McGraw Hill

Lancaster, G., & Massingham, L. (2001). Essentials of Marketing. 4<sup>th</sup> ed. London: McGraw Hill

**The Total Qualification Time (TQT) for this unit is 120 hours.**

**The TQT made up of the Guided Learning Hours (GLH) and the Non-Guided Learning Hours (NGLH).**

GLH = 80	This is the number of hours requiring immediate guidance or supervision by the Centre, including lectures, seminars, workshops, training and examination invigilation, tutorial support including feedback on assignments.
NGLH = 40	This is the number of hours of directed non-supervised times such as homework, class preparation, background reading, group study, portfolio.

<b>Unit Title</b>	<b>Planning and Managing Marketing Programmes</b>
<b>Level</b>	<b>5</b>
<b>Unit Code</b>	<b>PDPMMP05</b>
<b>Credit Value</b>	<b>8</b>
<b>Unit Aims</b>	
Planning and Managing Marketing Programmes aims to equip Learners with an understanding of how to plan and design marketing programs and how to manage product marketing and sales.	
<b>Learning Outcomes</b>	
<p><b>On completion of this unit the Learner will know the:</b></p> <ul style="list-style-type: none"> <li>A. Approaches and techniques for the strategic implementation and oversight of marketing programs and activities</li> <li>B. Key design aspects and issues in producing comprehensive and coherent marketing programmes</li> <li>C. The concepts and frameworks associated with managing multiple products and services throughout the customer interface process.</li> <li>D. Theories and approaches to be followed in the management and oversight of sales operations.</li> </ul>	
<b>Indicative Teaching Content</b>	
<p><b>1. Planning</b></p> <ul style="list-style-type: none"> <li>1.1. The role of marketing in organisations and society</li> <li>1.2. Implementing marketing programmes</li> <li>1.3. Controlling marketing activities</li> </ul> <p><b>2. Designing</b></p> <ul style="list-style-type: none"> <li>2.1. Designing pricing strategies and programmes</li> <li>2.2. Designing communication and promotion-mix strategies</li> <li>2.3. Designing effective advertising programmes</li> <li>2.4. Designing direct marketing, sales-promotion and public relations programmes</li> </ul> <p><b>3. Product Marketing Management</b></p> <ul style="list-style-type: none"> <li>3.1. Managing product lines, brands and packaging</li> <li>3.2. Managing service business and ancillary services</li> <li>3.3. Managing retailing and wholesaling</li> </ul> <p><b>4. Marketing and Sales Management</b></p> <ul style="list-style-type: none"> <li>4.1. Managing the sales team</li> <li>4.2. Managing direct marketing operations</li> <li>4.3. Selecting and managing marketing channels</li> </ul>	
<b>Assessment method</b>	
<p>Planning and Managing Marketing Programmes is assessed by an open book assignment-based examination. There are two compulsory questions which must be passed (the pass rate for each assessment component is set at a minimum of 40%) to achieve this unit. Each question is worth 25 marks and relates to one of the Learning Outcomes. Learners must have covered all of the teaching content prior to attempting the open book assignment-based examination. Learners must be able to demonstrate an understanding of how to plan and design marketing programs and how to manage product marketing and sales.</p> <p>At level 5 learners must demonstrate an ability to:</p>	



<ul style="list-style-type: none"> <li>(i) Analyse, interpret and evaluate relevant information and ideas related to Planning and Managing Marketing Programmes.</li> <li>(ii) Apply theoretical/ technical knowledge to demonstrate an understanding of Planning and Managing Marketing Programmes to address defined questions that are complex.</li> <li>(iii) Demonstrate a comprehensive awareness of different viewpoints and approaches to Planning and Managing Marketing Programmes and the reasoning behind them.</li> <li>(iv) Effectively communicate knowledge and understanding in written response(s).</li> </ul>	
<b>Teaching and Learning Resources</b>	
<p>Kotler, P., Keller, L. &amp; Chernev, A. (2021). Marketing Management (Global Edition. 16th ed. Upper Saddle river NJ: Pearson</p> <p>Kotler, P., &amp; Keller, L. (2015). Marketing Management. 15<sup>th</sup> ed. Upper Saddle river NJ: Pearson</p> <p>Hooley, G. et al. (2020). Marketing Strategy and Competitive Positioning. 7<sup>th</sup> ed. Upper Saddle river NJ: Pearson</p> <p>Monk, K. (1988). Go International, London: McGraw Hill</p> <p>Lancaster, G., &amp; Massingham, L. (2001). Essentials of Marketing. 4<sup>th</sup> ed. London: McGraw Hill</p>	
<p><b>The Total Qualification Time (TQT) for this unit is 80 hours.</b></p> <p><b>The TQT made up of the Guided Learning Hours (GLH) and the Non-Guided Learning Hours (NGLH).</b></p>	
GLH = 40	This is the number of hours requiring immediate guidance or supervision by the Centre, including lectures, seminars, workshops, training and examination invigilation, tutorial support including feedback on assignments.
NGLH = 40	This is the number of hours of directed non-supervised times such as homework, class preparation, background reading, group study, portfolio.

<b>Unit Title</b>	<b>Sales Techniques</b>
<b>Level</b>	<b>5</b>
<b>Unit Code</b>	<b>PDSSM05</b>
<b>Credit Value</b>	<b>12</b>
<b>Unit Aims</b>	
Understanding Sales and Sales Techniques aims to equip learners with an understanding of the sales environment and techniques required to become a professional sales person.	
<b>Learning Outcomes</b>	
<p><b>On Completion of this unit the learner will know the:</b></p> <ul style="list-style-type: none"> <li>A. Function and purpose of sales and selling in the broader marketing process</li> <li>B. Sales techniques in individual, organisational and international settings</li> <li>C. Factors influencing buyer behaviour in different sales settings</li> <li>D. The effective management and use of technology, database marketing and direct marketing as core components of the selling process</li> </ul>	
<b>Indicative Teaching Content</b>	
<p><b>1. Function of Selling in Marketing</b></p> <ul style="list-style-type: none"> <li>1.1. The role of selling</li> <li>1.2. Types of selling</li> <li>1.3. Sales management</li> <li>1.4. The marketing concept</li> <li>1.5. Implementing the marketing concept</li> <li>1.6. The links between sales and marketing</li> </ul> <p><b>2. Sales Techniques</b></p> <ul style="list-style-type: none"> <li>2.1. Responsibilities and preparation</li> <li>2.2. Personal Selling Skills <ul style="list-style-type: none"> <li>2.2.1. Personal selling process</li> <li>2.2.2. Opening</li> <li>2.2.3. Problem identification</li> <li>2.2.4. Presentation and demonstration</li> <li>2.2.5. Dealing with objections</li> <li>2.2.6. Negotiation</li> <li>2.2.7. Closing the sale</li> <li>2.2.8. Follow-up</li> </ul> </li> <li>2.3. Relationship Selling <ul style="list-style-type: none"> <li>2.3.1. Total quality management to customer care</li> <li>2.3.2. Relationship marketing</li> </ul> </li> <li>2.4. Key Account Management <ul style="list-style-type: none"> <li>2.4.1. Tasks and tactics</li> <li>2.4.2. Advantages and risks</li> <li>2.4.3. Relationship development model</li> <li>2.4.4. Global account management</li> <li>2.4.5. Information and planning</li> </ul> </li> </ul> <p><b>3. Sales Environment and Buyer Behaviour</b></p> <ul style="list-style-type: none"> <li>3.1. Buyer behaviour <ul style="list-style-type: none"> <li>3.1.1. Consumer and organisational buyer behaviour,</li> <li>3.1.2. Similarities and differences</li> <li>3.1.3. Factors affecting the process</li> </ul> </li> </ul>	

<p>3.1.4. Relationship management</p> <p>3.2. International Selling</p> <p>3.2.1. Economic influences</p> <p>3.2.2. International selling at company level</p> <p>3.2.3. Cultural factors in international selling</p> <p>3.2.4. Organisation for international selling</p> <p>3.3. Sales Settings</p> <p>3.3.1. Environmental and managerial forces impacting sales</p> <p>3.3.2. Industrial, commercial, public authority selling</p> <p>3.3.3. Sales channels and Distribution Management</p> <p>3.3.4. Exhibitions</p> <p>3.3.5. Public relations</p> <p>3.3.6. Selling for resale</p> <p>3.3.7. Selling services</p> <p>3.3.8. Sales promotions</p> <p><b>4. Sales Management</b></p> <p>4.1 Advantages and disadvantages of direct marketing</p> <p>4.2 Advantages and disadvantages of database marketing</p> <p>4.3 Managing a direct marketing campaign</p> <p>4.4 Sales management and technology</p>	
<b>Assessment Method</b>	
<p>Sales Techniques is assessed by an open book assignment-based examination. There are 2 compulsory questions, each question is worth 25 marks and relates to one of the Learning Outcomes. Learners must have covered all of the teaching content prior to attempting the open book assignment-based examination. Learners must be able to demonstrate an understanding of the sales environment and techniques required to become a professional sales person.</p> <p>At level 4 Learners must demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>(i) Analyse, interpret and evaluate relevant information and ideas related to Sales Techniques</li> <li>(ii) Apply theoretical/ technical knowledge to demonstrate an understanding of Sales Techniques to address defined questions that are complex.</li> <li>(iii) Demonstrate a comprehensive awareness of different viewpoints and approaches to Sales Techniques and the reasoning behind them.</li> <li>(iv) Effectively communicate knowledge and understanding in written response(s).</li> </ul>	
<b>Teaching and Learning Resources</b>	
<p>Lancaster, G &amp; Jobber, D. (2019) Selling &amp; Sales Management, 11<sup>th</sup> ed. Pearson</p> <p>Sahadev, S &amp; Panda, T. K. (2012) Sales and Distribution Management, 2<sup>nd</sup> ed. Oxford University Press</p>	
<p><b>The Total Qualification Time (TQT) for this unit is 120 hours.</b></p> <p><b>The TQT is made up of the Guided Learning Hours (GLH) and the Non-Guided Learning Hours (NGLH).</b></p>	
GLH = 80	This is the number of hours requiring immediate guidance or supervision by the Centre, including lectures, seminars, workshops, training and examination invigilation, tutorial support including feedback on assignments.
NGLH = 40	This is the number of hours of directed non-supervised times such as homework, class preparation, background reading, group study, portfolio.

<b>Unit Title</b>	<b>Sales Management and Control</b>
<b>Level</b>	<b>5</b>
<b>Unit Code</b>	<b>PDSSM05</b>
<b>Credit Value</b>	<b>8</b>
<b>Unit Aims</b>	
Sales Management and Control aims to equip learners with an understanding of organising and managing sales and monitoring of sales performance in contemporary business organisations.	
<b>Learning Outcomes</b>	
<b>On Completion of this unit the learner will have the skills and knowledge on:</b> <ul style="list-style-type: none"> <li>A. The framework and approach to developing a sales strategy</li> <li>B. Strategies for recruiting, developing and evaluating the salesforce</li> <li>C. Approaches to budgeting for, organising and rewarding the salesforce</li> <li>D. Ethical and legal issues in sales and sales management</li> </ul>	
<b>Indicative Teaching Content</b>	
<b>1. Sales Strategies</b> <ul style="list-style-type: none"> <li>1.1. Planning <ul style="list-style-type: none"> <li>1.1.1. The planning process</li> <li>1.1.2. Marketing planning</li> <li>1.1.3. Establishing marketing plans</li> <li>1.1.4. Sales planning</li> <li>1.1.5. Selling as part of the marketing plan</li> </ul> </li> <li>1.2. Pricing Tactics <ul style="list-style-type: none"> <li>1.2.1. Price and Value Communication</li> <li>1.2.2. Price Structure</li> <li>1.2.3. Financial Analysis</li> <li>1.2.4. Specialised Strategies</li> </ul> </li> </ul> <b>2. Sales Talent</b> <ul style="list-style-type: none"> <li>2.1. Recruitment and Selection of the Salesforce <ul style="list-style-type: none"> <li>2.1.1. Talent selection</li> <li>2.1.2. Designing job description and specification</li> <li>2.1.3. Selection process-recruitment methods, shortlisting, interviews, selection aids</li> <li>2.1.4. Motivation, training and leadership</li> </ul> </li> <li>2.2. Evaluating the Salesforce <ul style="list-style-type: none"> <li>2.2.1. Evaluation purpose and process</li> <li>2.2.2. Information gathering</li> <li>2.2.3. Performance measures and standards</li> <li>2.2.4. Conducting appraisals</li> </ul> </li> </ul> <b>3. Financial Aspects of Sales Management</b> <ul style="list-style-type: none"> <li>3.1. Structuring of Salesforce and Rewards <ul style="list-style-type: none"> <li>3.1.1. Organisational structure</li> <li>3.1.2. The number of salespeople</li> <li>3.1.3. Establishing sales territories</li> <li>3.1.4. Compensation of salespeople</li> </ul> </li> <li>3.2. Sales Forecasting and Budgeting <ul style="list-style-type: none"> <li>3.2.1. Sales forecasting methods and techniques</li> <li>3.2.2. The sales budget</li> </ul> </li> </ul>	

3.2.3. Budget determination 3.2.4. Budget allocation	
<b>4. Law and Ethical Issues</b> 4.1. Contemporary ethical and legal issues in selling 4.2. Creating an ethical culture in the sales team 4.3. Unethical practices	
<b>Assessment Method</b>	
<p>Sales Management and Control is assessed by an open book assignment-based examination. There are two compulsory questions which must be passed (the pass rate for each assessment component is set at a minimum of 40%) to achieve this unit. Each question is worth 25 marks and relates to one of the Learning Outcomes. Learners must have covered all of the teaching content prior to attempting the open book assignment-based examination. Learners must be able to demonstrate an understanding of organising and managing sales and monitoring of sales performance in contemporary business organisations.</p> <p>At level 5 Learners must demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>(i) Analyse, interpret and evaluate relevant information and ideas related to Sales Management and Control</li> <li>(ii) Apply theoretical/ technical knowledge to demonstrate an understanding of Sales Management and Control to address defined questions that are complex.</li> <li>(iii) Demonstrate a comprehensive awareness of different viewpoints and approaches to Sales Management and Control and the reasoning behind them.</li> <li>(iv) Effectively communicate knowledge and understanding in written response(s).</li> </ul>	
<b>Teaching and Learning Resources</b>	
<p>Lancaster, G &amp; Jobber, D. (2019) Selling &amp; Sales Management, 11<sup>th</sup> ed. Pearson.</p> <p>Nagle, T. T. &amp; Muller, G. (2017). The Strategy and Tactics of Pricing, 6<sup>th</sup> ed. New York: Routledge</p> <p>Johnston, M.W. &amp; Marshall, G.W. (2021). Ethical and Legal Issues in Contemporary Selling, in Contemporary Selling. 6<sup>th</sup> ed. Routledge, New York</p> <p>Kristen Bell DeTienne, Bradley R. Agle, Carolyn McMurdie Sands, Alice Aleo, and Alberto Aleo (2019) Fostering an Ethical Culture on Your Sales team. Harvard Business Review.  [Available at: <a href="https://hbr.org/2019/06/fostering-an-ethical-culture-on-your-sales-team">https://hbr.org/2019/06/fostering-an-ethical-culture-on-your-sales-team</a>]</p> <p>Miller, E. How Sales Managers Can Establish Ethical Behaviour in Sales Teams  [Available at: <a href="https://salesethics.net/blog/how-sales-managers-can-establish-ethical-behavior-in-sales-teams/">https://salesethics.net/blog/how-sales-managers-can-establish-ethical-behavior-in-sales-teams/</a>]</p>	
<b>The Total Qualification Time (TQT) for this unit is 80 hours.</b> <b>The TQT is made up of the Guided Learning Hours (GLH) and the Non-Guided Learning Hours (NGLH).</b>	
GLH = 40	This is the number of hours requiring immediate guidance or supervision by the Centre, including lectures, seminars, workshops, training and examination invigilation, tutorial support including feedback on assignments.
NGLH = 40	This is the number of hours of directed non-supervised times such as homework, class preparation, background reading, group study, portfolio.



## 5.0 Assessment and Quality Assurance

ICM assessments are designed to fulfil the objectives of each qualification. The Learning Outcomes for each unit are set externally by ICM, and can be found in the individual unit descriptors.

### 5.1 The Assessment

The assessment method for the ICM Level 5 Professional Qualification in Marketing and Sales Management is an open book assignment-based examination comprised of two papers with two parts. One paper assesses the Marketing Strategies (Part A) and Planning and Managing Marketing Programmes (Part B) units. One paper assesses Sales Techniques (Part A) and Sales Management and Control (Part B) units. Learners must answer all 4 compulsory 750-word, 25-mark questions in each paper from Part A and Part B. The open book assignment-based examination takes place four times each year, March, June, September and December and the assessment window is four weeks.

### 5.2 Grading

Achievement in this qualification requires a demonstration of an in-depth knowledge and understanding of each unit and the ability to acquire skills transferable to industry employment. To achieve each unit, the pass rate for each assessment component is set at a minimum of 40%. This threshold is indicative of the expected level of competence to achieve a pass grade for each unit. To achieve the qualification Learners must achieve a pass grade across all units.

### 5.3 Grades Boundaries

Grades boundaries are:

Grade	Percentage
A	70% and above
B	60% to 69%
C	50% to 59%
D	40% to 49%
F	39% and below
Ungraded is issued should evidence of malpractice or maladministration occur.	

### 5.4 Quality Assurance and ICM Business Development and Delivery Consultants

The ICM approved Centre must demonstrate a quality management system with a committed and supported Teaching team, (sufficient in number for the planned provision) adequate Learner resources and guidance; regular Learner feedback; evidence of equal opportunities; equity and inclusivity in learning and assessment. Refer to ICM's [Inclusion and Diversity Policy](#) for further information. ICM Business Development and Delivery Consultants will support Centres in the event that they need assistance in demonstrating progression routes for Learners and preparation for work, and/or further study of ICM Qualifications. ICM Business Development and Delivery Consultants will carry out announced and unannounced spot check visits. It is important that ICM Approved Centres are able to provide safe access to a Centre's premises, office accommodation, data and other facilities as reasonably required by ICM.

## 6.0 Administration Arrangements

### 6.1 Results

Results are released to ICM Centres within three months, see the ICM website for important dates: <https://www.icm.education/important-dates>. ICM send results directly to ICM Approved Centres for collection by Learners.

### 6.2 Enquiries About Results (EAR)

ICM Approved Centres are advised to submit **Enquiries about Results (EAR)** as soon as possible after results are issued. ICM will consider EAR if the application is made within the key deadlines published on the ICM website alongside the soft copy results dates:

<https://www.icm.education/important-dates>.

ICM offer two services for EAR as follows:

1. **Priority Review of Marking:** ICM reviews original marking to ensure agreed mark scheme has been applied correctly. This includes a clerical re-check. Requests must be received from ICM Approved Centres within 5 business days of results being issued by ICM. The outcome is issued within 5 business days of request.
2. **Review of Marking:** ICM reviews original marking to ensure agreed mark scheme has been applied correctly. This includes a clerical re-check. Requests must be received from ICM Approved Centres within 10 business days of results being issued by ICM. The outcome is issued within 10 business days of request.

For more information, please see the ICM [Enquiries About Results \(EAR\) Policy and Procedure](#).

### 6.3 Certificates

Certificates are only issued following the successful completion of a qualification. Certificates are printed and issued by ICM on watermarked paper for security purposes; these are then securely dispatched to the ICM Approved Centre or the Business Development and Delivery Consultant for distribution to the Learners. Each Learner's unique ID number is recorded which verifies the identification of the Learners' records. All information indicated on certificates enables ICM to identify and verify authenticity. In potential cases of fraudulent reproduction of ICM qualifications, ICM investigates and prosecutes where necessary. For more information, see the ICM [Fraud Policy and Procedure](#).

### 6.4 Reasonable Adjustments

ICM and ICM Approved Centres have a duty to ensure the rights of individual Learners to have access to qualifications and examination materials, in a way in which is most appropriate for their individual needs. A Reasonable Adjustment is any action that helps to reduce the effect of a disability or difficulty that places the Learner at a substantial disadvantage in an assessment and must be arranged before the assessment. A Learner may be granted reasonable adjustments in their assessments in accordance with ICM's [Reasonable Adjustments and Special Considerations Policy and Procedure](#).

### **6.5 Special Consideration**

Special Consideration may be given after a scheduled examination to Learners who suffer temporary illness, injury or indisposition at the time of the examination. The type of Special Consideration given will depend on the circumstances and reflect the difficulty faced by the Learner. For further guidance refer to ICM's [Reasonable Adjustments and Special Considerations Policy and Procedure](#).

### **6.6 Integrity of Assessment**

ICM and ICM Approved Centres have a duty to ensure the fairness and integrity of assessment and to identify, manage and prevent malpractice. Malpractice includes those actions and practices, which threaten the integrity of ICM's assessments and certification, and/or damage the authority of those responsible for conducting them. It also includes impersonation, use of Artificial Intelligence (AI) language models in generating content. For further guidance, please see ICM's [Malpractice and Maladministration Policy and Procedure](#) and ICM's Artificial Intelligence Policy and Procedure.

### **6.7 Plagiarism and the use of Artificial Intelligence**

Plagiarism means claiming work to be one's own which has been copied from someone or created by someone else. ICM Approved Centres must put necessary mechanism in place to ensure that all the work submitted by learners is their own unless clearly and correctly referenced. This also includes learners using the content generated by AI or engines such as google translate which includes AI-powered features. Trainers at ICM Approved Centres must explain learners how to accurately reference, cite and create a reference list. If an ICM Approved Centre or ICM discovers evidence that learners work is copied from elsewhere, learners may be subject to the ICM Approved Centre's or ICM's malpractice procedures and relevant sanctions. For further guidance, please see ICM's [Malpractice and Maladministration Policy and Procedure](#), ICM's [Sanctions Policy and Procedure](#) and ICM's Artificial Intelligence (AI) Policy and Procedure.

### **6.8 Appeals and Complaints**

An appeal is defined as an Approved Centre or Candidate asking ICM to review and, where appropriate, reconsider decisions on results given by ICM. This may be where a Candidate wants reconsideration of an ICM decision i.e. a sanction. Should a Learner wish to appeal, please refer to our Appeals Policy and Procedure for further information. To submit a complaint regarding any aspect of ICM services, contact [info@icm.education](mailto:info@icm.education). Refer to ICM's [Complaints Policy and Procedure](#).

### **6.9 Resources and Available Support**

ICM's website has a [SharePoint](#) dedicated to ICM Learners which provides access to resources and materials to support ICM Qualifications which are downloadable and free of charge, these include:

- Reading lists and main topics for each qualification.
- Sample Assessment Materials.
- Downloadable resources to facilitate study skills, including a revision timetable template.
- ICM examiner-led tutorials and webinars to reinforce skills and offer Learners the tips needed to perform well in their exams.
- eLearning

### **7.0 Policy and Procedures**

ICM has policies and procedures in place to support Centres and Learners. All Centres must also implement their own policies, which comply with ICM's requirements; these will be checked during

the Centre Approval process and in subsequent Centre monitoring activities. It is each Centre's responsibility to make relevant policies available to Learners.

Relevant policies include:

- **Appeals Policy and Procedure:** Allows Learners to take action if they feel they have been treated unfairly.
- **Reasonable Adjustment and Special Considerations Policy:** Allows Centres to make or request any necessary adjustments to assessments in light of a Learners individual circumstances.
- **Malpractice and Maladministration Policy:** Provides a framework through which any concerns about the delivery and assessment of the qualification can be addressed.
- **Inclusion and Diversity Policy:** Ensures Centres treat Learners fairly without any bias.
- **Conflict of Interest Policy and Procedure:** Explains how ICM prevents, identifies and manages activities that might give rise to actual or perceived conflicts of interest.
- **Adverse Effects and Event Notification Policy and Procedure:** Explains how ICM should act to prevent, manage and report 'adverse events' and ensures that the effects to Learners are mitigated.
- **Complaints Policy and Procedure:** Explains the ICM complaints process.
- **Whistle-blowing Policy and Procedure:** The aim of this policy is to encourage employees and others who have serious concerns about any aspect of ICM's operations and services to come forward and voice those concerns.

Learners should ensure they also refer to the policies and procedures of the Centre with which they are registered. ICM Policies and other key documents are available on our website at:

<https://www.icm.education/policies-and-handbooks>.