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# Handbook

IGSA1 – VTCT (Skillsfirst) Skillsfirst Level 1 Award in  
Introduction to Growing Sales (RQF)

601/3797/6

Version 6

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# About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of ‘services to people’ sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, ITEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at [www.vtct.org.uk](http://www.vtct.org.uk) and [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk), contact our dedicated Customer Support Team via email at [customersupport@vtct.org.uk](mailto:customersupport@vtct.org.uk) and [customerservices@skillsfirst.co.uk](mailto:customerservices@skillsfirst.co.uk) or call 0121 270 5100

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# 1 Qualification at a glance

<b>Qualification title</b>	VTCT (Skillsfirst) Skillsfirst Level 1 Award in Introduction to Growing Sales (RQF)
<b>Qualification number</b>	601/3797/6
<b>Product code</b>	IGSA1
<b>Age range</b>	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
<b>Total Qualification Time (TQT)</b>	120
<b>Guided Learning (GL) hours</b>	97
<b>Assessment</b>	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none"><li>• Portfolio of evidence</li></ul>
<b>Entry requirements</b>	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
<b>Legal considerations</b>	There are no formal entry requirements for learners undertaking this qualification however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
<b>Support materials</b>	Support materials can be found on the website (if applicable)

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## 2 Qualification information

### 2.1 Qualification aim and design

The Skillsfirst Level 1 Award in Introduction to Growing Sales (RQF) will enable learners to demonstrate a range of skills and knowledge related to the selling process to enhance their ability to progress into full-time employment. It will also help build self-confidence and self-esteem and provide them with a greater understanding of the sales environment.

### 2.2 Progression opportunities

This qualification provides progression to the following Skillsfirst qualifications:

- Level 2 Certificate in Principles of Sales (RQF)
- Level 2 NVQ Certificate in Sales (RQF)

As well as progression to further qualifications, learners may also progress to employment in a wide range of sales roles as this qualification provides evidence of achievement of a range of practical skills, understanding and knowledge in a range of sales environments.

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## 3 Qualification structure

To be awarded the VTCT (Skillsfirst) Skillsfirst Level 1 Award in Introduction to Growing Sales (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **120**.

Product code	Unit title	Level	GLH	Unit reference number
<b>Mandatory units (Group M):</b>				
CUS7	Deliver customer service	2	27	A/506/2130
GS1	Communication skills in sales	1	10	H/502/7369
GS2	Understanding the sales cycle	1	30	H/502/7405
GS3	Selling lawfully and ethically	1	10	J/502/7445
GS4	Understanding marketing	1	20	D/502/7404

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## 4 Centre requirements

### 4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

### 4.2 SkillsCfA

The Skillsfirst Level 1 Award in Introduction to Growing Sales (RQF) is based on the unit developed by the SkillsCfA who are the sector skills council for sales. Their contact details are:

SkillsCfA  
Unit 110 Linton House  
164 - 180 Union Street  
London  
SE1 0LH  
Phone: 020 7091 9620

Email: [info@skillsca.org](mailto:info@skillsca.org)

This handbook provides details from SkillsCfA's assessment strategy, which centres will need to apply in order to assess and quality assure the Skillsfirst Level 1 Award in Introduction to Growing Sales and includes the:

- occupational expertise of those who deliver, assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

The complete assessment strategy is available for view and to download from the SkillsCfA website [www.skillsca.org](http://www.skillsca.org)

### 4.3 Occupational expertise of those who deliver, assess performance, and moderate and verify assessments

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV). Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training

While the Assessor/Verifier (A/V) and the Assessor/Internal Quality Assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- corporate membership of a relevant professional institution

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments

#### 4.4 Employer Direct Model

Where employers opt for an 'employer direct' model, the qualification requirements for Assessors and Internal Verifiers may be waived. A trainer, supervisor or manager, employed by an organisation, must either:

- Have achieved or be in the process of achieving the appropriate regulatory body approved unit qualifications for assessment, moderation or verification; or,
- Seek guidance and approval from Skillsfirst to demonstrate that the organisation has appropriate processes in place to facilitate assessment, moderation or verification functions

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the Sector Skills Council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the Standards in association with Skillsfirst.

#### 4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and IVs plan and maintain their CPD.

Centres are expected to support their deliverers, assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

#### 4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.



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# 5 Assessment

## 5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit.

## 5.2 Assessment principles

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the external verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner communicates with a customer whilst engaged in sales activities these can be assessed against both sales and customer service elements.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and Internal Verifiers will be registered with their recognised centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

## 5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of a Sales unit.

The assessor will need to be assured that the learner can:

- consistently understand how to perform the job or tasks to the required level of competence
- meet all the learning outcomes of a unit
- pass all the assessment criteria of a unit

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner, the assessor and, perhaps, their employer.

## 5.4 Simulation and witness testimony

There are occasions when simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain.

### 5.4.1 Simulation

If a unit or part of a unit at any level is simulated, it must be undertaken in a 'realistic working environment' (RWE). Skillsfirst will provide guidance for centres on RWEs to ensure that RWEs, "provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed".

### 5.4.2 Witness Testimony

Witness testimony should not form the primary source of evidence. Centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

## 5.5 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process. In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

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# 6 Units

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# Unit Handbook

## CUS7 – Deliver customer service

Unit reference number: A/506/2130

**Level: 2**

**Credit value: 5**

**Guided Learning (GL) hours: 27**

### Unit aim

The aim of this unit is to provide learners with an understanding of customer service delivery and the relationship between customer service and a brand. It will also provide learners with an ability to prepare to deal with customers, to provide customer service and to support improvements to customer service delivery.

### Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand customer service delivery

LO2 Understand the relationship between customer service and a brand

LO3 Be able to prepare to deal with customers

LO4 Be able to provide customer service

LO5 Be able to support improvements to customer service delivery

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# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Features** - Characteristics, attributes and qualities of a product or service

**Benefits** - Advantages, uses, plusses and pros of a service or product

**Methods of measuring their own effectiveness** may include, but are not limited to:

- Customer feedback
- Peer feedback
- Reviewing performance against targets

**Brand** is a type of product /service provided by a particular company under a specific name

**Customer service language** could include phrases such as:

- “My pleasure”
- “No problem”
- “Have a good day”
- “Thank you for your custom”

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for customer service.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand customer service delivery	1.1 Explain the relationship between customers' needs and expectations and customer satisfaction
	1.2 Describe the features and benefits of an organisation's products and/or services
	1.3 Explain the importance of treating customers as individuals
	1.4 Explain the importance of balancing promises made to customers with the needs of an organisation
	1.5 Explain when and to whom to escalate problems
	1.6 Describe methods of measuring their own effectiveness in the delivery of customer service

Learning Outcome	Assessment Criteria
LO2 Understand the relationship between customer service and a brand	2.1 Explain the importance of a brand to an organisation
	2.2 Explain how a brand affects an organisation's customer service offer
	2.3 Explain the importance of using customer service language that supports a brand promise
	2.4 Identify their own role in ensuring that a brand promise is delivered

Learning Outcome	Assessment Criteria
LO3 Be able to prepare to deal with customers	3.1 Keep up to date with an organisation's products and/or services
	3.2 Prepare resources that are necessary to deal with customers before starting work

Learning Outcome	Assessment Criteria
LO4 Be able to provide customer service	4.1 Maintain organisational standards of presentation and behaviour when providing customer service
	4.2 Adapt their own behaviour to meet customers' needs or expectations
	4.3 Respond to customers' requests in line with organisational guidelines
	4.4 Inform customers of the progress of their requests
	4.5 Confirm that customers' expectations have been met in line with the service offer
	4.6 Adhere to organisational policies and procedures, legal and ethical requirements when providing customer service

Learning Outcome	Assessment Criteria
LO5 Be able to support improvements to customer service delivery	5.1 Identify ways that customer service could be improved for an organisation and individuals
	5.2 Share information and ideas with colleagues and/or service partners to support the improvement of service delivery

### CUS7 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator



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# Unit Handbook

## GS1 – Communication skills in sales

Unit reference number: H/502/7369

**Level: 1**

**Guided Learning (GL) hours: 10**

### Unit aim

The aim of this unit is to provide the learner with an understanding of the ability and skills needed by sales people to communicate information about products and/or services to customers both verbally and non-verbally and the need to build rapport

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand verbal and non-verbal forms of communication when dealing with customers

LO2 Understand how and when to use different types of questioning

LO3 Understand active listening and why it is important in sales

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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence.

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by SkillsCfA, the Sector Skills Council for Sales

## **Relationship to NOS, other qualifications and frameworks**

This unit is mapped to Sales NOS 7.2 and 7.3

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand verbal and non-verbal forms of communication when dealing with customers	1.1 State the differences between verbal and non-verbal communication
	1.2 List three examples of non-verbal communication
	1.3 State the importance of explaining jargon, technical terms or abbreviations to customers

Learning Outcome	Assessment Criteria
LO2 Understand how and when to use different types of questioning	2.1 State how and when to ask an open question
	2.2 State how and when to ask a closed question
	2.3 State how and when to ask a probing question

Learning Outcome	Assessment Criteria
LO3 Understand active listening and why it is important in sales	3.1 State how to demonstrate to the customer that you are listening
	3.2 Explain why active listening is important in selling
	3.3 State how to confirm that customers have understood the information communicated

### GS1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

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# Unit Handbook

## GS2 – Understanding the sales cycle

Unit reference number: H/502/7405

**Level: 1**

**Guided Learning (GL) hours: 30**

### Unit aim

The aim of this unit is to provide the learner with an understanding of the selling process and the way in which the sales cycle works within that process.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know the pre-sale stage of the sales cycle

LO2 Know the sale stage of the sales cycle

LO3 Know the post-sale stage of the sales cycle

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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence.

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by SkillsCfA, the Sector Skills Council for Sales

## **Relationship to NOS, other qualifications and frameworks**

This unit is mapped to Sales NOS 7

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the pre-sale stage of the sales cycle	1.1 State how to prospect to find customers
	1.2 State how to make appointments
	1.3 Describe how to prepare self and materials for the sale

Learning Outcome	Assessment Criteria
LO2 Know the sale stage of the sales cycle	2.1 Describe how to greet and form rapport on contact with a customer
	2.2 Describe how to identify customer needs and wants
	2.3 State how to present the features and benefits of a product and / or service to meet customer needs and wants
	2.4 Describe how to handle objections and respond to queries
	2.5 Describe methods for closing sales and securing orders

Learning Outcome	Assessment Criteria
LO3 Know the post-sale stage of the sales cycle	3.1 State how to process the order
	3.2 Describe how to follow up with the customer

## GS2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator



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# Unit Handbook

## GS3 – Selling lawfully and ethically

Unit reference number: J/502/7445

**Level: 1**

**Guided Learning (GL) hours: 10**

### Unit aim

The aim of this unit is to provide the learner with an understanding of the customer's legal rights and the need for sales people to act responsibly and ethically in relation to their customers and obey the law in relation to selling.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand that customers have legal rights

LO2 Understand the concept of ethical selling

LO3 Understand the responsibility of the sales person in complying with legal and ethical requirements

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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence.

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by SkillsCfA, the Sector Skills Council for Sales

## **Relationship to NOS, other qualifications and frameworks**

This unit is mapped to Sales NOS 7.7

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand that customers have legal rights	1.1 List legal rights of customers
	1.2 Describe how these legal rights protect customers

Learning Outcome	Assessment Criteria
LO2 Understand the concept of ethical selling	2.1 Describe the concept of ethical selling

Learning Outcome	Assessment Criteria
LO3 Understand the responsibility of the sales person in complying with legal and ethical requirements	3.1 State how to comply with legal requirements when selling
	3.2 Describe the behaviour of the ethical sales person
	3.3 Describe the consequences of not complying with legal and ethical requirements

### GS3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

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# Unit Handbook

## GS4 – Understanding marketing

Unit reference number: D/502/7404

**Level: 1**

**Guided Learning (GL) hours: 20**

### Unit aim

The aim of this unit is to provide the learner with an understanding of the marketing mix and the concepts of, and the relationship between, marketing and sales.

### Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the concepts of marketing and sales

LO2 Know the elements of the marketing mix

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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by SkillsCfA, the Sector Skills Council for Sales

## **Relationship to NOS, other qualifications and frameworks**

This unit is mapped to Sales NOS 6.1

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the concepts of marketing and sales	1.1 Define marketing
	1.2 Define sales
	1.3 Describe the differences between sales and marketing

Learning Outcome	Assessment Criteria
LO2 Know the elements of the marketing mix	2.1 State the features and benefits of products and services
	2.2 Describe approaches to pricing products and services
	2.3 Identify channels or routes to market from production to consumption
	2.4 Describe the elements of the promotion mix
	2.5 List examples of physical evidence
	2.6 Describe how people add value to the customer experience
	2.7 State how organisation processes create the overall customer experience

### GS4 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator



### IGSA1 Document History

Version	Issue Date	Changes	Role
v6	13/02/2023	Formatting and re-branding. No content amendment.	Data Administrator