

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



**Module Descriptor**

# **Sales Presentation**

**Level 6 B30156**

**[www.fetac.ie](http://www.fetac.ie)**

## Level 6 Module Descriptor

### Summary of Contents

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

## Introduction

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

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

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

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

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

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

<b>1</b>	<b>Module Title</b>	<b>Sales Presentation</b>
<b>2</b>	<b>Module Code</b>	<b>B30156</b>
<b>3</b>	<b>Level</b>	<b>6</b>
<b>4</b>	<b>Credit Value</b>	<b>1 credit</b>
<b>5</b>	<b>Purpose</b>	<p>This module is a statement of the standards to be achieved to gain an FETAC credit in Sales Presentation at Level 6.</p> <p>The module is designed to empower sales managers to conduct professional sales presentations. The module focuses on the skills and knowledge required to create and deliver high impact presentations that support and advance the sales process.</p>
<b>6</b>	<b>Preferred Entry Level</b>	Level 5 Certificate in, Leaving Certificate or equivalent qualification and/or relevant life and work experience.
<b>7</b>	<b>Special Requirements</b>	None.
<b>8</b>	<b>General Aims</b>	<p><i>Learners who successfully complete this module will:</i></p> <p><b>8.1</b> acquire the skills to develop and deliver appropriate presentation content</p> <p><b>8.2</b> be familiar with preparing and planning an effective sales presentation</p> <p><b>8.3</b> acquire a persuasive style of delivery</p> <p><b>8.4</b> appreciate the importance of verbal and non verbal techniques</p> <p><b>8.5</b> understand how to uncover and deal with customer objections</p> <p><b>8.5</b> understand how to summarise and conclude a sales presentation and gain commitment to progress the sale through the sales cycle</p>

**9 Units**                      **The specific learning outcomes are grouped into 4 unit(s).**

<b>Unit 1</b>	<b>Content Preparation</b>
<b>Unit 2</b>	<b>Content Delivery</b>
<b>Unit 3</b>	<b>Presentation Style</b>
<b>Unit 4</b>	<b>Concluding Presentations</b>

**10 Specific Learning Outcomes**

**Unit 1**                      **Content Preparation**

*Learners should be able to:*

- 10.1.1                      set clear objectives for the presentation
- 10.1.2                      ensure that all presentations are delivered under the appropriate conditions, e.g. timing, location, people
- 10.1.3                      identify the target audience and develop a presentation that will convey the ‘sales’ message effectively
- 10.1.4                      use appropriate language and/or jargon for the audience
- 10.1.5                      structure the presentation to create the greatest impact, ensuring the topic is clearly introduced, explained and summarised
- 10.1.6                      select media and/or technologies and support aids which are appropriate to the audience and or topic
- 10.1.7                      use the selected media and/or technologies and support aids
- 10.1.8                      make appropriate use of strategic account planning information to position the presentation appropriately

**Unit 2**                      **Content Delivery**

*Learners should be able to:*

- 10.2.1                      deliver an effective presentation which gains the interest and understanding of the audience
- 10.2.2                      use a clear structure which reinforces the message at each stage of the presentation, e.g.

- process – how presentation will be run and audience participation agreed
- introduction – tell them what you're going to tell them
- content – tell them what you want to tell them
- conclusion – tell them what you told them

**10.2.3** ensure that the commentary adds value to any visual material

**10.2.4** listen to the audience and identify the nature and purpose of questions

**10.2.5** answer all questions and objections confidently and comprehensively

**10.2.6** use appropriate probes to gauge the audience's understanding and to identify areas of concern and/or confusion

**Unit 3                      Presentation Style**

*Learners should be able to:*

**10.3.1** vary presentation style accentuate the key elements of the sales message being conveyed

**10.3.2** raise receptivity to the sales message by:

- speaking clearly, audibly, at a measured pace so that everyone in the audience can understand the content
- demonstrating confidence in self and a presence which captures the attention of the audience
- presenting the benefits of the solution with commitment and enthusiasm

**10.3.2** observe changes in customer behaviour, verbal and non-verbal, and adapt own behaviour as appropriate

**10.3.3** avoid personal mannerisms which detract from the sales message

## Unit 4 **Concluding Presentations**

*Learners should be able to:*

- 10.4.1** summarise any key points / issues effectively:
- use benefit statements which summarise the benefits of the solution and put these in the context of the customers needs
  - summarise the next steps and agreed actions or responsibilities allocated
- 10.4.2** conclude the presentation on a positive note ensuring that the audience has understood the message
- 10.4.3** clarify for the customer what you expect them to do with the information delivered in the presentation
- 10.4.4** gain commitment to action from the customer
- 10.4.5** ensure the objectives of the presentation are achieved

## **11 Portfolio of Assessment**

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

All assessment is carried out in accordance with FETAC regulations.

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

<b>Summary</b>	<b>Skills Demonstration</b>	<b>75%</b>
	<b>Assignment</b>	<b>25%</b>

### **11.1 Skills Demonstration**

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

- content delivery e.g. effective message conveyed, appropriate verbal and non-verbal techniques, logical flow of information
- presentation style e.g. clear delivery, confident delivery, use of voice, ability to handle questions
- concluding a presentation e.g. summarising presentation, clarifying next steps required

The skills may be assessed over a period of time. The candidate will submit supporting evidence as part of the assessment. The

evidence can be presented in a variety of media for example written, audio, oral, graphic, visual or a combination of these as required. Any audio or video evidence must be provided on tape.

## 11.2 **Assignment**

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

Candidates are required to research and plan a sales presentation appropriate to their industry sector.

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

## 12 **Grading**

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

<b>Individual Candidate Marking Sheet no.1</b>	<b>Sales Presentation B30156 Assignment 25%</b>
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**Candidate Name:** \_\_\_\_\_ **PPSN.:** \_\_\_\_\_

**Centre:** \_\_\_\_\_ **Centre No.:** \_\_\_\_\_

Assessment Criteria	Maximum Mark	Candidate Mark
<b>Assignment</b>		
Sales presentation prepared appropriately:		
- visual aids used appropriately	5	
- level of presentation for audience pitched correctly	5	
- environment (e.g. room, layout etc ) set up appropriately	5	
- technical aspects of presentation pitched appropriately	5	
- strategic perspective included	5	
<b>TOTAL MARKS</b>	<b>25</b>	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

**Internal Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**External Authenticator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Individual Candidate Marking Sheet no. 2</b>	<b>Sales Presentation B30156 Skills Demonstration 75%</b>
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**Candidate Name:** \_\_\_\_\_ **PPSN.:** \_\_\_\_\_

**Centre:** \_\_\_\_\_ **Centre No.:** \_\_\_\_\_

Assessment Criteria	Maximum Mark	Candidate Mark
<b>Skills Demonstration</b>		
<ul style="list-style-type: none"> <li>▪ Content Delivery               <ul style="list-style-type: none"> <li>- audience attention attracted</li> <li>- clear structure evident</li> <li>- commentary adds value suitably</li> <li>- benefits of solution presented convincingly</li> </ul> </li> </ul>	25	
<ul style="list-style-type: none"> <li>• Professional and persuasive presentation style used               <ul style="list-style-type: none"> <li>- confident, persuasive, engages audience fully</li> <li>- observes and adapts to customer behaviour</li> <li>- speaks clearly and at a measured pace</li> <li>- varies voice pitch for effect</li> <li>- no adverse personal mannerisms</li> </ul> </li> </ul>	20	
<ul style="list-style-type: none"> <li>• Questions and objections effectively dealt with               <ul style="list-style-type: none"> <li>- questions heard, understood and responded to appropriately</li> <li>- acknowledged, probed, answered, cleared objections effectively</li> </ul> </li> </ul>	15	
<ul style="list-style-type: none"> <li>• Summarised and concluded presentation and content effectively               <ul style="list-style-type: none"> <li>- key points/benefits summarised</li> <li>- customer made aware of what was expected of them appropriately</li> <li>- commitment to sale or next steps gained</li> <li>- objectives of presentation achieved</li> </ul> </li> </ul>	15	
<b>TOTAL MARKS</b>	<b>75</b>	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

**Internal Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**External Authenticator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## **Glossary of Assessment Techniques**

**Assignment** *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

**Collection of Work**

*A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.*

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc

**Examination**

*A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.*

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

**Learner Record**

*A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.*

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

## **Project**

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.  
*A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.*

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

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

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

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

## **Skills**

### **Demonstration**

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

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

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

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

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

## **FETAC Assessment Principles**

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