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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**

# **Business Development**

**Level 6 B30204**

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<b>1</b>	<b>Module Title</b>	<b>Business Development</b>
<b>2</b>	<b>Module Code</b>	<b>B30204</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>	This module is a statement of the standards to be achieved to gain a FETAC credit in Business Development at Level 6
<b>6</b>	<b>Preferred Entry Level</b>	Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
<b>7</b>	<b>Special Requirements</b>	None.
<b>8</b>	<b>General Aims</b>	<p><i>Learners who successfully complete this module will be able to:</i></p> <p><b>8.1</b> Understand new customer opportunities and develop individual strategies to make progress</p> <p><b>8.2</b> Understand key marketing principles and be able to develop communication plans to attract new customers</p> <p><b>8.3</b> Explain selection of the appropriate market entry strategies for new markets – either in Ireland or overseas</p> <p><b>8.4</b> Apply the principles of persuasive communication in a commercial situation.</p> <p><b>8.5</b> Apply the principles of account development &amp; management</p>

**9 Units**                      **The specific learning outcomes are grouped into 5 unit(s).**

**Unit 1**                      **Understanding Customers**  
**Unit 2**                      **Marketing to New Customers**  
**Unit 3**                      **Market Entry Strategies**  
**Unit 4**                      **Selling & the Value Proposition**  
**Unit 5**                      **Key Account Management**

**10 Specific Learning Outcomes**

**Unit 1**                      **Understanding Customers**

*Learners should be able to:*

- 10.1.1**                      Evaluate the profitability of potential customers and market segments through use of basic research sources
- 10.1.2**                      Use market segmentation theories to gain a better understanding of customers. Apply this theory in a given situation
- 10.1.3**                      Identify and develop key target contact personnel within customer groups & understand their motivation to purchase and their role in a selling situation
- 10.1.4**                      Identify appropriate methods of contact based on individual customer requirements and habits
- 10.1.5**                      Understand the principle of consumer profiling and be able to profile key customers by category & role
- 10.1.6**                      Identify basic qualitative research techniques e.g. focus groups to gain a better understanding of customer needs
- 10.1.7**                      Apply market segmentation theories to gain a better understanding of customer groups and their different needs..

**Unit 2**                      **Marketing to New Customers**

*Learners should be able to:*

- 10.2.1**                      Understand the most effective marketing communications for different customer segments
- 10.2.2**                      Outline the marketing mix and demonstrate how it can be applied to meet customer needs
- 10.2.3**                      Evaluate different methods of promotion and identify methods of promotion for a given market, product or service
- 10.2.4**                      Make effective ‘cold calls’ by telephone or face-to-face
- 10.2.5**                      Identify what factors make customers change suppliers in a market sector

**Unit 3**                      **Market Entry Strategies**

*Learners should be able to:*

- 10.3.1                      Understand the principles behind ‘market channels’ & routes to market
- 10.3.2                      Select appropriate strategies for entering overseas or new markets – direct, agency, distributor, strategic alliances or joint ventures
- 10.3.3                      Devise a plan for managing a new market entry
- 10.3.4                      Develop sales of a product or service via a third party
- 10.3.5                      Understand the value of ‘collaborative business models’
- 10.3.6                      Evaluate the appropriate marketing material to sell products and services via a distribution network
- 10.3.7                      Understand & demonstrate the principles of cross-cultural communications in business
- 10.3.8                      Evaluate appropriate third party distributors according to appropriate criteria

**Unit 4**                      **Selling, Negotiating & Pitching the Value Proposition**

*Learners should be able to:*

- 10.4.1                      Understand & communicate a unique ‘value proposition’ effectively to all customer sectors
- 10.4.2                      Communicate the ‘value proposition’ as an ‘elevator pitch’
- 10.4.3                      Understand the principles of persuasive communication with customers and strategic partners
- 10.4.4                      Devise and structure a customer focused sales call
- 10.4.5                      Handle customer objections to a product or service sell features & benefits & close effectively, gaining commitment
- 10.4.6                      Develop an effective ‘pitch’ presentation for new customers, using a range of presentation tools
- 10.4.7                      Understand the key elements of principled negotiating styles
- 10.4.8                      Recognise negotiating styles & adapt to suit different situations
- 10.4.9                      Evaluate bargains & offer concessions without eroding price or increasing costs of sale.
- 10.4.10                      Understand and conduct effective commercial negotiations

<b>Unit 5</b>	<b>Key Account Management</b>
	<i>Learners should be able to:</i>
<b>10.5.1</b>	Identify which customer accounts should be classified as ‘key’
<b>10.5.2</b>	Carry out a complete account analysis, separating key accounts & differentiating service for them
<b>10.5.3</b>	Create plans & strategies to develop & grow business from key accounts
<b>10.5.4</b>	Understand the criteria used by customers to rate suppliers
<b>10.5.5</b>	Identify & implement effective strategies to deal with competition
<b>10.5.6</b>	Manage pricing strategies & increase account profitability successfully
<b>10.5.7</b>	Recognise how successful organisations align themselves to support key accounts
<b>10.5.8</b>	Create a customer loyalty scheme or plan

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

<b>Summary</b>	<b>Assignment</b>	<b>30%</b>
	<b>Assignment</b>	<b>30%</b>
	<b>Skills Demonstration</b>	<b>40%</b>

- 11.1 Assignment** The internal assessor will devise a brief that requires the candidate to produce a Strategic Plan with specific elements covering Business Development
- 11.2 Assignment** The internal assessor will devise a second brief which will require candidates to analyse a Case Study and present their analysis and recommendations
- 11.3 Skills Demonstration** In one or more skills demonstrations, candidates will be assessed in a range of learning outcomes. This will be carried out through role play and in-company scenarios and will give candidates the opportunity to:
- Demonstrate their ability to cold call, sell and negotiate
  - Demonstrate their relationship building skills and their ability to effectively manage larger customer accounts

## **12 Grading**

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

<b>Individual Candidate Marking Sheet 1</b>	 <p><b>FETAC</b> Further Education and Training Awards Council Cairde na h-Éireannach Breithechais agus Oiliúna</p>	<b>Business Development B30204 Assignment 1 30%</b>
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**Candidate Name:** \_\_\_\_\_ **PPSN No.:** \_\_\_\_\_

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

Assessment Criteria	Maximum Mark	Candidate Mark
Relevant information researched and carried out with effective use of SWOT	10	
Comprehensive evaluation of a customer base	10	
Critical analysis of market entry strategies	5	
Detailed presentation of evidence with own recommendations	5	
<b>TOTAL MARKS</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 2</b>	 <p><b>FETAC</b> Further Education and Training Awards Council Cairde na n-Éireannach Breithechais agus Oiliúna</p>	<b>Business Development B30204 Assignment 2 30%</b>
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**Candidate Name:** \_\_\_\_\_ **PPSN No.:** \_\_\_\_\_

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

Assessment Criteria	Maximum Mark	Candidate Mark
<b>Assignment 2 – Case Study</b>		
Correct profiling of customers based on appropriate criteria	10	
Comprehensive evaluation of “Key Accounts” based on revenue and profitability	10	
Comprehensive evaluation of existing strategies	5	
Recommendations for improving revenue through changes to sales strategy	5	
<b>TOTAL MARKS</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 3</b>	 <p><b>FETAC</b> Further Education and Training Awards Council Cairde na h-Éireannach Breitheochas agus Oiliúna</p>	<b>Business Development B30204 Skills Demonstration 40 %</b>
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**Candidate Name:** \_\_\_\_\_ **PPSN No.:** \_\_\_\_\_

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

Assessment Criteria	Maximum Mark	Candidate Mark
<b>Selling and Negotiation Skills</b> Correct language used in cold-calling customers Ability to handle negative responses Ability to obtain a meeting or opportunity to quote for business from a cold call	20	
<b>Relationship Building and Key Account Management</b> Effective and timely response to requests from key customers Regular feedback and updates to key customers Complaints handled professionally and appropriate corrective action taken	20	
<b>TOTAL MARKS</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.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

## **Project**

*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.