



**LCCI**

International  
Qualifications

**L3**

# Pearson LCCI Level 3 Certificate in Modern Marketing Principles (ASE20201)

## SPECIFICATION

First teaching from January 2019



Pearson

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## Acknowledgements

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification's development.

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# Introduction

## LCCI qualifications

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LCCI qualifications are widely regarded by employers as preparing students for key functions of modern international business. Employers, universities and professional bodies, recognise them across the world.

This new and engaging range of qualifications has been developed in collaboration with professional bodies, employers and customers. To ensure that the qualifications develop the breadth and depth of knowledge, skills and understanding that students need to be effective employees, and that they support progression pathways, we have carried out an in-depth, independent consultation.

There is a wide range of LCCI qualifications available at levels 1 to 4 across the following subject areas:

- Business
- English language
- Financial and quantitative
- Marketing.

This specification is part of the Marketing suite of LCCI qualifications.

## **Purpose of the specification**

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This specification sets out:

- the objectives of the qualification
- any other qualification(s) that a student must have completed before taking the qualification
- any prior knowledge and skills that a student is required to have before taking the qualification
- any other requirements that a student must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, understanding and skills that will be assessed as part of the qualification
- the method of assessment and any associated requirements relating to it
- the criteria against which a student's level of attainment will be measured.

## Rationale

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The Pearson LCCI Level 3 Certificate in Modern Marketing Principles meets the following purposes:

- to develop students' knowledge and understanding of the range of marketing activities, including the aims and objectives of marketing in a business context and how it interrelates with other business functions in an organisation
- to give sound knowledge of current trends and changes in marketing practice, brought about by technology and the internet, including the basics of digital marketing
- to apply subject content to real-life marketing scenarios
- to prepare students to further their career in marketing, including students seeking a supervisory role or those seeking a career change to marketing.

## Qualification aim

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This is a new qualification, which is designed to help students to progress in the world of marketing. The purpose of the qualification is to allow students to develop the skills needed to enable them to develop their understanding of the marketing environment and to apply their knowledge in the workplace to advance their careers. The qualification is particularly suitable for students who are already employed in the marketing industry and who are looking to progress their career to the next level, for example to a mid-level managerial role. The qualification is also suitable for students in the general field of business who require detailed marketing knowledge and for students who wish to make a career change to marketing.

By giving students a sound knowledge of marketing and by introducing them to marketing strategies and planning, current trends, industry changes and marketing in the wider business context, this qualification will help them to progress their careers into middle management.

This qualification is suitable for students who:

- are already in an administrative or entry-level marketing role and who are looking for more responsibility in a supervisory or middle-management role
- are currently in a marketing role such as Marketing Assistant, Marketing Executive, Marketing Coordinator, PR Assistant, PR Executive
- are looking for a career change to marketing
- require detailed marketing knowledge in their existing role.

This qualification is designed to introduce students to the world of marketing by helping them to understand the basics of marketing and the various functions that constitute marketing. The qualification also introduces students to the basic techniques they need to prepare them in looking for their first marketing job or to progress in an existing marketing role.

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## Specification at a glance

The Pearson LCCI Level 3 Certificate in Modern Marketing Principles (ASE20201) consists of one externally-examined paper.

Title: Pearson LCCI Level 3 Certificate in Modern Marketing Principles	
<ul style="list-style-type: none"><li>Externally assessed</li></ul>	100% of the total qualification
Overview of content	
<ul style="list-style-type: none"><li>Understanding marketing</li><li>The marketing plan</li><li>Market research, data collection and segmentation</li><li>Marketing mix</li><li>Measuring the success of marketing activities</li><li>Legal and ethical issues</li></ul>	
Overview of assessment	
<ul style="list-style-type: none"><li>One written, externally-set and marked paper, contributing 100 per cent of the overall grade of the qualification.</li><li>The examination will be 3 hours.</li><li>There will be two sections. Section A includes short-response questions and totals 30 marks. Section B includes contextualised questions and extended open-response questions and totals 70 marks.</li><li>Students should answer questions.</li><li>Questions comprise of multiple-choice, short open response and extended open response questions.</li><li>Students will be graded Pass/Merit/Distinction. A result of Fail will be recorded where students do not achieve the required marks for a Pass.</li></ul>	

# Knowledge, skills and understanding

## Content

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To prepare students for the final assessment of this qualification, the following content must be covered.

### 1. Understanding marketing

Subject content	What students need to learn
<b>1.1 The nature of marketing</b>	<p>Understand what the elements of marketing activities are and their importance to a business.</p> <ul style="list-style-type: none"><li>• Marketing activities have a number of elements:<ul style="list-style-type: none"><li>○ attracting new customers</li><li>○ satisfying and retaining existing customers</li><li>○ creating an advantage over competition</li><li>○ identification of changing trends in the market</li><li>○ identification of opportunities in the market</li><li>○ selecting appropriate parts of the market to align with business capabilities</li><li>○ creating a strategy and plan to target markets</li><li>○ creating and maintaining a brand and brand image.</li></ul></li></ul>
<b>1.2 Marketing and the nature of business</b>	<p>Understand that marketing activities may be affected by the type of business, its aims and objectives, markets and stakeholder interests.</p> <ul style="list-style-type: none"><li>• Types of business:<ul style="list-style-type: none"><li>○ public, private and not for profit</li><li>○ different types of business may have different aims and objectives.</li></ul></li><li>• Types of market:<ul style="list-style-type: none"><li>○ mass and niche markets</li><li>○ consumer and capital goods markets</li><li>○ Business-to-Business (B2B)</li><li>○ Business-to-Consumer (B2C).</li></ul></li></ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>• Difference between customers and consumers:               <ul style="list-style-type: none"> <li>○ customers purchase goods and services</li> <li>○ consumers use the goods and services.</li> </ul> </li> <li>• Stakeholders of businesses:               <ul style="list-style-type: none"> <li>○ internal stakeholders – managers, directors, departments, employees</li> <li>○ external stakeholders – suppliers, distributors, government, local community, pressure groups</li> <li>○ Corporate social responsibility (CSR) and its importance in meeting the needs and interests of stakeholders.</li> </ul> </li> </ul>
<p><b>1.3 How and why a business markets internationally</b></p>	<p>Understand how and why marketing can take place in international markets and the impact this has on marketing activity.</p> <ul style="list-style-type: none"> <li>• Reasons for entering international markets – globalisation, potential growth in sales revenue, competition in domestic markets, extension strategies for existing products.</li> <li>• Factors to consider when selecting an international market – behavioural and cultural norms, tradition, religion, gender roles and political climate, economic factors, operational considerations.</li> <li>• Methods of entering international markets – exporting, agents, licensing, strategic alliance and joint venture.</li> <li>• The importance of ‘glocalisation’ – maintaining a global image and brand while adapting goods and services to local preferences and tastes.</li> </ul>

## 2. The marketing plan

Subject content	What students need to learn
<b>2.1 Business and marketing objectives</b>	<p>Understand business objectives and how these impact on marketing plans, how different elements of the plan interrelate and be able to create elements of a marketing plan in given contexts.</p> <ul style="list-style-type: none"><li>• Vision statements.</li><li>• Mission statements.</li><li>• Elements of the marketing plan:<ul style="list-style-type: none"><li>○ analysis<ul style="list-style-type: none"><li>– using analytical marketing tools to understand how the business' own capabilities fit with the internal and external marketing environment</li></ul></li><li>○ strategy<ul style="list-style-type: none"><li>– segmenting markets into different types, targeting the most appropriate segments, positioning the business to be the most attractive option to customer demand</li></ul></li><li>○ programme<ul style="list-style-type: none"><li>– creating tactics using the elements of the marketing mix to achieve the marketing objectives.</li></ul></li></ul></li><li>• Business objectives:<ul style="list-style-type: none"><li>○ maximise profitability and shareholder return</li><li>○ maximise return on investment (ROI)</li><li>○ maximise revenue/sales</li><li>○ increase market share</li><li>○ improve reputation</li><li>○ increase brand awareness</li><li>○ increase customer satisfaction</li><li>○ be ethical and socially responsible – corporate social responsibility (CSR)</li><li>○ provide a service to the public.</li></ul></li></ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>• Marketing objectives: <ul style="list-style-type: none"> <li>○ sales revenue growth</li> <li>○ brand awareness</li> <li>○ market entry</li> <li>○ product differentiation</li> <li>○ product development</li> <li>○ attracting new customers</li> <li>○ develop relationships with existing customers.</li> </ul> </li> <li>• SMART objectives: <ul style="list-style-type: none"> <li>○ Specific</li> <li>○ Measurable</li> <li>○ Achievable</li> <li>○ Relevant</li> <li>○ Time-bound.</li> </ul> </li> </ul>
<p><b>2.2 Analysing the internal and external marketing environment</b></p>	<p>Understand analytical marketing tools, how and why they are used, how they impact on marketing activities and use of these tools in given contexts.</p> <ul style="list-style-type: none"> <li>• STEEPLE analysis of external factors on organisations: <ul style="list-style-type: none"> <li>○ Social – demographic changes, behavioural changes, composition of families</li> <li>○ Technological – the impact of technology on manufacturing costs, on the type of goods and services available, on the promotion of goods and services and on distribution channels</li> <li>○ Economic – the impact of inflation, interest rates and exchange rates</li> <li>○ Environmental – the impact of pollution, resource depletion, appropriate disposal of waste materials, emissions from transportation</li> <li>○ Political – the impact of pressure groups, the impact of pressure from government, the impact of lobbying government</li> <li>○ Legal – laws affecting marketing activity, regulations affecting marketing activity</li> </ul> </li> </ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>○ Ethical – the impact of business or corporate social responsibility on marketing activity, the need for marketing to emphasise ethical behaviour, membership of ethical associations such as Fairtrade.</li> <li>● SWOT analysis of internal and external factors on organisations: <ul style="list-style-type: none"> <li>○ Strengths and Weaknesses – an internal analysis – core competencies, production capacity, branding, product portfolio, staff skills</li> <li>○ Opportunities and Threats – an external analysis – market demand, international expansion, changing technology, competitor strength.</li> </ul> </li> <li>● Market mapping – to identify where there are ‘gaps’ in the market, where there are customer needs that are not being met.</li> <li>● Variables: <ul style="list-style-type: none"> <li>○ price</li> <li>○ perception</li> <li>○ location</li> <li>○ quality</li> <li>○ design.</li> </ul> </li> <li>● Competitor analysis – an assessment of the strengths and weaknesses of competitors, helping to identify opportunities for your own business.</li> </ul>

### 3. Market research, data collection and segmentation

Subject content	What students need to learn
<b>3.1 Conducting market research</b>	<p>Understand the purpose of market research, the main types of data that are collected, the different methods of collecting research data, and the advantages and disadvantages of each.</p> <ul style="list-style-type: none"><li>• Using market research to identify:<ul style="list-style-type: none"><li>○ market size, structure and trends</li><li>○ competitors and their activities</li><li>○ possible market segments</li><li>○ possible gaps in the market</li><li>○ changes over time (continuous research).</li></ul></li><li>• Quantitative data – factors to consider:<ul style="list-style-type: none"><li>○ measurability</li><li>○ subjectivity</li><li>○ analysis using statistical techniques</li><li>○ representatives in graphs and charts</li><li>○ size of data set</li><li>○ ease of understanding</li><li>○ usefulness of data</li><li>○ bias in data capture</li><li>○ cost (fees, recruitment, incentives offered, transcription).</li></ul></li><li>• Primary sources:<ul style="list-style-type: none"><li>○ surveys and questionnaires (face-to-face, online, postal)</li><li>○ interviews</li><li>○ focus groups</li><li>○ omnibus studies</li><li>○ direct observation, visits and mystery shopping</li><li>○ social media platforms.</li></ul></li></ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>• Secondary sources:               <ul style="list-style-type: none"> <li>○ newspapers and journals</li> <li>○ government reports</li> <li>○ official statistics</li> <li>○ company accounts and reports</li> <li>○ professional bodies</li> <li>○ industry, sector and market reports</li> <li>○ data companies.</li> </ul> </li> </ul>
<b>3.2 Sampling techniques</b>	<p>Understand how and why different sampling techniques are used, and the advantages and disadvantages of each.</p> <ul style="list-style-type: none"> <li>• Random sampling – each individual chosen entirely by chance – factors to consider:               <ul style="list-style-type: none"> <li>○ ease of use</li> <li>○ bias of data</li> <li>○ knowledge of study group</li> <li>○ errors in data</li> <li>○ spread of data units.</li> </ul> </li> <li>• Stratified sampling-sample is made up of different ‘layers’ of population – factors to consider:               <ul style="list-style-type: none"> <li>○ sample selection bias</li> <li>○ representation of different parts of the population</li> <li>○ ease of classification of sub-groups.</li> </ul> </li> <li>• Quota sampling-sample group represents certain characteristics of the population chosen by the researcher – factors to consider:               <ul style="list-style-type: none"> <li>○ equal representation of different parts of the population</li> <li>○ comparison between groups of data</li> <li>○ sampling bias</li> <li>○ ease of classification of sub-groups.</li> </ul> </li> </ul>

Subject content	What students need to learn
<p><b>3.3 Segmenting the market</b></p>	<p>Understand how and why market segmentation and customer profiling are used to meet the needs and wants of different customer/consumer groups</p> <ul style="list-style-type: none"> <li>• Segmenting the market and creating customer profiles according to different customer/consumer groups: <ul style="list-style-type: none"> <li>○ demographic <ul style="list-style-type: none"> <li>– age</li> <li>– gender</li> <li>– nationality</li> <li>– marital status</li> <li>– education</li> </ul> </li> <li>○ geographic <ul style="list-style-type: none"> <li>– location</li> <li>– proximity to point of sale</li> </ul> </li> <li>○ psychographic <ul style="list-style-type: none"> <li>– personality traits</li> <li>– attitudes</li> <li>– interests</li> <li>– lifestyle</li> <li>– values</li> </ul> </li> <li>○ behavioural <ul style="list-style-type: none"> <li>– creditworthiness</li> <li>– purchase history</li> <li>– buying behaviour.</li> </ul> </li> </ul> </li> <li>• Adapting market activities according to the different segments identified.</li> </ul>

## 4. Marketing mix

Subject content	What students need to learn
<b>4.1 The marketing mix</b>	<p>Understand how and why the marketing mix is used, the interrelationship between the elements and be able to apply the marketing mix to given contexts.</p> <ul style="list-style-type: none"><li>• The 7Ps – a set of actions that a business uses to promote its brand or product in the market.</li><li>• The 7Cs – a method of understanding the 7Ps from a customer’s point of view.</li><li>• The 4Ps/4Cs of product, price, place and promotion have been extended in modern marketing to the 7Ps/7Cs to account for the marketing of services.</li><li>• Product-Customer Value:<ul style="list-style-type: none"><li>○ core product – the level of product that provides the perceived real core benefit to customers/consumers</li><li>○ actual product – the core product plus the additional physical features and characteristics offered by the business:<ul style="list-style-type: none"><li>– quality and durability</li><li>– design and styling</li><li>– branding and image</li><li>– packaging</li></ul></li><li>○ augmented product – the actual product plus additional support elements offered by the business:<ul style="list-style-type: none"><li>– warranty</li><li>– delivery</li><li>– customer service</li><li>– installation</li><li>– after-sales support</li></ul></li><li>○ the product life cycle and how it affects perceptions of customer value:<ul style="list-style-type: none"><li>– introduction (including developments)</li><li>– growth</li><li>– maturity</li><li>– decline</li></ul></li></ul></li></ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>○ reasons for maintaining a portfolio of products</li> <li>○ brand extension versus multi-branding</li> <li>○ the importance of product differentiation</li> <li>○ the importance of product modification to keep up with changing trends in the market.</li> <li>● Price – cost: <ul style="list-style-type: none"> <li>○ relationship between cost, price and perceived value</li> <li>○ price elasticity of demand and its impact on pricing decisions</li> <li>○ understand the reason for choosing different pricing strategies <ul style="list-style-type: none"> <li>– penetration pricing</li> <li>– price skimming</li> <li>– competitor-based pricing</li> <li>– cost-plus pricing</li> <li>– premium pricing</li> <li>– psychological pricing.</li> </ul> </li> </ul> </li> <li>● Place – convenience: <ul style="list-style-type: none"> <li>○ B2C business distribution channels <ul style="list-style-type: none"> <li>– producer</li> <li>– agent/broker</li> <li>– wholesaler</li> <li>– retailer</li> <li>– consumer</li> </ul> </li> <li>○ B2B business distribution channels <ul style="list-style-type: none"> <li>– producer</li> <li>– agents</li> <li>– industrial distributor</li> <li>– industrial buyer</li> </ul> </li> <li>○ factors to consider when choosing place – proximity to market, costs, competitor presence, impact on brand image, needs and types of customers, types of product</li> </ul> </li> </ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>○ choice of placement options – physical/online or both.</li> <li>● Promotion – communication: <ul style="list-style-type: none"> <li>○ the concept of multichannel marketing as activities that are carried out over a range of traditional and/or digital channels</li> <li>○ customising marketing campaigns to fit different channels by using different promotional content</li> <li>○ promotional mix – advertising, public relations, direct marketing, personal selling, sales promotion, trade show/exhibition, mass customisation</li> <li>○ identification of a unique selling point (USP) when undertaking promotional activity</li> <li>○ factors to consider that may impact on promotional activities – increased/decreased competitor spending, production costs of promotional materials, seasonal events (national holidays, religious festivals, school holidays)</li> <li>○ how the promotional mix may change depending on the stage of product adoption (attention, interest, desire, action – AIDA).</li> </ul> </li> <li>● Process – coordination: <ul style="list-style-type: none"> <li>○ direct processes – adding value at the customer interface through customer service, interactive websites, electronic point of sale (EPOS) systems</li> <li>○ indirect processes – back-office systems, managing and training staff, manufacturing goods and managing quality</li> <li>○ efficiency of staff</li> <li>○ information flows</li> <li>○ ease of booking and transaction</li> <li>○ operational considerations.</li> </ul> </li> <li>● People – caring: <ul style="list-style-type: none"> <li>○ the effective delivery of service to customers – selection, training and development, empowering and motivating staff, customer feedback.</li> </ul> </li> </ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>• Physical environment/evidence – confirmation:               <ul style="list-style-type: none"> <li>○ aspect of the physical environment that complements the service-premises, uniform, signage</li> <li>○ tangible products to complement and reinforce services – gifts, souvenirs, mementos.</li> </ul> </li> </ul>

## 5. Measuring the success of marketing activities

Subject content	What students need to learn
<b>5.1 Measuring success</b>	<p>Understand how and why the success of marketing activities is measured, and select and use quantitative and qualitative measures in given contexts to interpret the success of marketing activities.</p> <ul style="list-style-type: none"><li>• Quantitative measures:<ul style="list-style-type: none"><li>○ revenue growth</li><li>○ product profitability</li><li>○ total sales</li><li>○ new sales leads generated</li><li>○ market share</li><li>○ sales per square metre (for retailers).</li></ul></li><li>• Qualitative measures<ul style="list-style-type: none"><li>○ customer satisfaction</li><li>○ brand awareness achieved</li><li>○ brand attitudes</li><li>○ customer loyalty (repeat purchasing)</li><li>○ new customers gained.</li></ul></li></ul>

## 6 Legal and ethical issues

Subject content	What students need to learn
<b>6.1 Legal issues</b>	<p>Understand relevant legislation, regulations, codes of practice and their impact on marketing activities.</p> <ul style="list-style-type: none"><li>• Advertising must not:<ul style="list-style-type: none"><li>○ be harmful or offensive</li><li>○ be dishonest or misleading</li><li>○ make claims that cannot be verified</li><li>○ give inaccurate descriptions of goods and services</li><li>○ contain libellous or defamatory content.</li></ul></li><li>• Potential issues when marketing:<ul style="list-style-type: none"><li>○ age-restricted goods.</li><li>○ dangerous goods</li><li>○ goods that cannot be exported/imported</li><li>○ customer information and data protection</li></ul></li><li>• The impact of legislation designed to protect consumers:<ul style="list-style-type: none"><li>○ promotional activity can be banned</li><li>○ restrictions on the timing of adverts</li><li>○ having to change promotional activity</li><li>○ damage to the reputation and brand image of the business</li><li>○ having to give refunds or exchanges to customers.</li></ul></li><li>• Actions businesses must take:<ul style="list-style-type: none"><li>○ pre-testing adverts</li><li>○ proofreading of promotional materials</li><li>○ training staff</li><li>○ providing clear procedures for restricted goods</li><li>○ protect personal data</li></ul></li></ul>

Subject content	What students need to learn
<b>6.2 Ethical issues</b>	<p>Understanding ethical issues and their impact on marketing activities.</p> <ul style="list-style-type: none"> <li>• Ethical issues arise as a result of conflict or lack of agreement on particular issues: <ul style="list-style-type: none"> <li>○ known unethical or controversial marketing strategies <ul style="list-style-type: none"> <li>– anti-competitive practices</li> <li>– planned obsolescence</li> <li>– pyramid schemes</li> <li>– vendor lock-in</li> <li>– viral marketing</li> <li>– subliminal advertising</li> <li>– advertising to children (pester power).</li> </ul> </li> </ul> </li> <li>• Unethical practices can lead to a decrease in brand image and reputation.</li> </ul>
<b>6.3 Ethical business practices</b>	<p>Understand how and why businesses use ethical marketing activities and the impact of these on a business.</p> <ul style="list-style-type: none"> <li>• Ethical practices can be used to attract and retain customers through brand trust and loyalty: <ul style="list-style-type: none"> <li>○ environmentally friendly or 'green'</li> <li>○ employees' rights</li> <li>○ wealth distribution or poverty alleviation</li> <li>○ education.</li> </ul> </li> </ul> <p>Ethical practices can be collated in a business' Corporate and Social Responsibility (CSR) policy.</p>

**Note:** Students must be aware of relevant legislation, regulations and codes of practice but their specific names, dates and sections will not be assessed.

## Delivery guidance

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The qualification is not linked to any specific sector of business or work place role. Teachers are therefore encouraged to use a variety of examples and scenarios drawn from the different business sectors and the overall business environment.

Business scenarios and short case studies can be especially helpful when used with small group work since they will allow opportunities to work with their peers to identify key issues and how they could be addressed. Such an approach is particularly useful when developing skills required when analysing different approaches to specific business contexts.

Teachers should encourage learners to understand of how business aims and objectives affect the setting of marketing objectives, the creation of a marketing plan, the way in which the elements of the marketing mix are chosen and the marketing activities used to implement the plan.

Learners should understand and explore the various methods used to conduct market research, collect data and to segment target groups. They should also use their knowledge to measure the success of marketing activities using a range of tools.

Examinations for this qualification will use the dollar (\$) as standard currency.

# Assessment

## Assessment summary

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### Pearson LCCI Level 3 Certificate in Modern Marketing Principles

First teaching: January 2019

First assessment: June 2019

Number of series: 4

Availability: April, June, September, November

#### Overview of content

- Understanding marketing
- The marketing plan
- Market research, data collection and segmentation
- Marketing mix
- Measuring the success of marketing activities
- Legal and ethical issues

#### Overview of assessment

- One written, externally-set and marked paper, contributing 100% of the overall grade of the qualification.
- The examination will be 3 hours.
- The examination will consist of 100 marks.
- There are two sections. Section A includes short-response questions and totals 30 marks. Section B includes contextualised questions and extended open-response questions and totals 70 marks.
- Students will be graded Pass/Merit/Distinction. A result of fail will be recorded where students do not achieve the required marks for a Pass.
- Students answer all questions from all sections.

## Assessment Objectives

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<b>Students must:</b>		<b>% of qualification</b>
<b>AO1</b>	<b>Memorise</b> Demonstrate knowledge of marketing activities, processes and concepts.	30
<b>AO2</b>	<b>Demonstrate understanding</b> Demonstrate understanding of relationships between marketing activities, concepts and their uses.	44
<b>AO3</b>	<b>Analyse/evaluate information</b> Analyse information or data and evaluate plans and activities in a business context to make reasoned inferences and judgements.	12
<b>AO4</b>	<b>Make connections</b> Make connections, and apply and integrate marketing principles and concepts to make supported judgements or to create plans, objectives, tactics, reports and make recommendations.	14
<b>Total</b>		100%

There will be a small tolerance applied to these target percentages to ensure that overall assessment difficulty is consistent across each series. The maximum range is +/- 2%

## Performance descriptors

Grade	Descriptor
<p><b>Pass</b></p>	<p>Students will have a sound understanding of key terms, processes and methodologies and will be able to recall and apply knowledge in familiar situations.</p> <p>They will be able to select and interpret data and apply knowledge of marketing plans and strategies in given situations, making some decisions on valid applications and impact.</p> <p>They will be able to define and communicate key aspects of marketing processes, selecting appropriate actions in more simple and familiar contexts.</p> <p>They will have a sound understanding of the use of marketing materials in given business sectors.</p> <p>They will be able to produce simple/descriptive reports on the effectiveness of marketing activities within familiar contexts.</p> <p>They will be able to relate the use of marketing processes and modern products to users and purposes.</p>
<p><b>Distinction</b></p>	<p>Students will be able to synthesise knowledge of marketing methodologies, the processes used and the target markets, bringing together understanding of technologies and strategies.</p> <p>They will be able to apply understanding of marketing processes to complex contexts.</p> <p>They will show depth of knowledge and development of understanding of marketing processes and technologies in different situations, being able to make effective judgements based on analysis of given information.</p> <p>They will be able to compare techniques, processes, and products, and evaluate alternatives against defined criteria.</p>

# Entry and assessment information

## Student entry

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Details on how to enter candidates for the examination for this qualification can be found at [qualifications.pearson.com](http://qualifications.pearson.com)

The closing date for entries is approximately six weeks before the start of each examination series. Centres should refer to the published examination timetable for examination dates.

## Combinations of entry

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There are no forbidden combinations of entry for this qualification.

## Age

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Students must be a minimum of 16 years old to be entered for this qualification.

## Resitting the qualification

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Candidates can resit the examination for the Pearson LCCI Level 3 Certificate in Modern Marketing Principles (ASE20201). Candidates can be entered immediately for the next series of the next examination for this qualification.

## Awarding and reporting

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The Pearson LCCI Level 3 Certificate in Modern Marketing Principles (ASE20201) qualification is graded and certificated on a three-grade scale: Pass/Merit/Distinction.

## Access arrangements, reasonable adjustments and special consideration

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### Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do, without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

### Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether or not an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, has untenable timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

## Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination or assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

## Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk).

## Equality Act 2010 and Pearson equality policy

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Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details of how to make adjustments for students with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, which is on our website [qualifications.pearson.com](http://qualifications.pearson.com)

## Candidate malpractice

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Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations must be reported to Pearson using a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or can be posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

## Staff/centre malpractice

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Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at: [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice).

## Language of assessment

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Assessment of this specification will be in English only. Assessment materials will be published in English only and all work submitted for examination must be in English only.

## Other information

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

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For all regulated qualifications, we specify a total number of hours that students are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating students, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT and guided learning hours are assigned after consultation with users of the qualifications.

This qualification has a TQT value of 170 and a GLH of 150.

### **Student recruitment**

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Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## Prior learning and other requirements

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There are no formal entry requirements for this qualification.

Students may be studying in a local language but the assessment will be in English. Pearson recommends students have B1 level of English on the Common European Framework of Reference (CEFR). This will support access to the assessment materials and be able to communicate responses effectively.

Pearson's *Recognition of prior learning policy and process* document can be found at [qualifications.pearson.com/policies](http://qualifications.pearson.com/policies)

## Progression

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The progression route for the Pearson LCCI Level 3 Certificate in Modern Marketing Principles is primarily into employment. However, it may also help with progression routes across the suite, to qualifications such as the:

- Pearson LCCI Level 3 Certificate in Digital Marketing and Analytics (ASE20202)
- Pearson LCCI Level 3 Certificate in Customer Experience and Communications (ASE20204)
- Pearson LCCI Level 3 Certificate in Public Relations and Media Relations (ASE20205)
- Pearson LCCI Level 3 Certificate in Business Principles and Enterprise (ASE20301).

## Exemptions

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We are seeking exemptions for our qualifications from a number of professional bodies. For the latest list of exemptions, please visit the Pearson LCCI website, and choose your relevant qualification.

## Codes

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This qualification is approved by Ofqual and meets the Ofqual General Conditions for inclusion on the Register of Regulated Qualifications. The Qualification Number (QN) is: 603/3112/4.

The subject code for Pearson LCCI Level 3 Certificate in Modern Marketing Principles is: ASE20201. The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.

## Support, training and resources

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### Training

Pearson offers support and training to teachers on standard of delivery and preparing students to meet the assessment requirements.

### Specifications, Sample Assessment Materials and Teacher Support Materials

The Pearson LCCI Level 3 Certificate in Modern Marketing Principles Sample Assessment Materials document (ISBN 9781446957585) can be downloaded from [qualifications.pearson.com/LCCI](http://qualifications.pearson.com/LCCI)

To find a list of all the support documents available please visit [qualifications.pearson.com/LCCI](http://qualifications.pearson.com/LCCI)



## Appendix 1: Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Give, State, Name	Learners provide an accurate piece of information.
Identify	Learners indicate the main features or purpose of something, and/or are able to select relevant information from stimulus material.
Define	Learners give a definition of a term or phrase.
What is meant by, Explain the difference	Learners provide an extended definition that must contain two separate points. Learners provide definitions that show how two things differ from one another.
Describe	Learners give an account of something, such as steps in a process or characteristics. The response should be developed, but does not require justification or reasoning.
Explain	Learners provide reasoning to justify or exemplify a point. The response should be developed using linked points.
Analyse	Learners interpret data looking at potential reasons for trends and summarising findings.
Discuss	Learners consider different aspects of a topic, how they interrelate, and the extent to which they are important.
Evaluate	Learners draw on varied information, themes or concepts to consider aspects such as strengths or weaknesses, advantages or disadvantages, alternative actions and relevance or significance and ultimately provide a substantiated judgement/conclusion.

Command or term	Definition
Create	Learners prepare copy or plan based on given stimulus, drawing out the key elements from the context.
Report	Learners use given stimulus to explore different themes or concepts suggesting reasons or effects and recommending actions.



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