



**LCCI**  
International  
Qualifications

**L3**

# Pearson LCCI Level 3 Certificate in Customer Experience and Communications (ASE20204)

## SPECIFICATION

First teaching from January 2019

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](http://qualifications.pearson.com)

## 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.

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of publication.*

ISBN 978 1 446 95652 6

All the material in this publication is copyright  
© Pearson Education Limited 2018

# Introduction

## LCCI qualifications

---

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

This new and engaging range of qualifications has been developed in collaboration with employers and customers. We have carried out an in-depth, independent consultation 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.

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**

---

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 the 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

---

The Pearson LCCI Level 3 Certificate in Customer Experience and Communications meets the following purpose.

This is a new qualification that has been designed to progress students in the world of marketing and/or business by introducing them to the importance of customer experience and communication. It allows students to develop the skills they need to enable them to develop relationships with business customers in order to improve business performance. The qualification also enables students to apply their knowledge in the workplace so that they can advance their career.

This qualification covers areas of customer research and behaviours, the life cycle of customer experience, how businesses should perceive and interpret customer experience, and the legal, ethical and business challenges that need to be understood and adhered to. Students should understand that customer experience is integral to business, not separate from it, and they should be able to apply their knowledge practically across any customer-facing role. The qualification is designed for those who regularly liaise with or carry out research with customers in order to inform business decisions.

## Qualification aim

---

The primary aim of the qualification is for students to enter employment, as this is the main priority for LCCI although there are other progression routes available across the LCCI portfolio. Most LCCI students want to progress so that they can advance their skills and, in turn, their career prospects to gain their next promotion.

The qualification is aimed at:

- those already working in entry-level marketing or business roles who are looking to progress their career into middle management for example assistant manager, manager
- those already working in a business or marketing context and who are looking to progress to the specialist field of customer experience and/or communications
- those already working in a business- or marketing-related field who require a greater understanding of customer experience and communications, for example media, public relations (PR), digital marketing, business development, in order to make informed business decisions.

# Contents

<b>Specification at a glance</b>	<b>1</b>
<b>Knowledge, skills and understanding</b>	<b>2</b>
Content	2
Delivery guidance	31
<b>Assessment</b>	<b>32</b>
Assessment summary	32
Assessment Objectives	33
Performance descriptors	34
<b>Entry and assessment information</b>	<b>36</b>
Student entry	36
Combinations of entry	36
Age	36
Resitting the qualification	36
Awarding and reporting	36
Access arrangements, reasonable adjustments and special consideration	37
Access arrangements	37
Reasonable adjustments	37
Special consideration	38
Further information	38
Equality Act 2010 and Pearson equality policy	38
Candidate malpractice	39
Staff/centre malpractice	39
Language of assessment	39
<b>Other information</b>	<b>40</b>
Total Qualification Time (TQT) and Guided Learning Hours (GLH)	40
Student recruitment	40
Prior learning and other requirements	41
Progression	41
Exemptions	41
Codes	41
<b>Support, training and resources</b>	<b>42</b>
<b>Appendix 1: Key words typically used in assessment</b>	<b>43</b>



## Specification at a glance

The Pearson LCCI Level 3 Certificate in Customer Experience and Communications (ASE 20204) consists of one externally-examined paper.

Title: Pearson LCCI Level 3 Certificate in Customer Experience and Communications	
<ul style="list-style-type: none"> <li>Externally assessed.</li> </ul>	100% of the total qualification
<p>Overview of content</p> <ul style="list-style-type: none"> <li>The customer environment</li> <li>Customer behaviour and buying decisions</li> <li>Customer research</li> <li>The customer experience journey</li> <li>Communications fundamentals</li> <li>Corporate communications</li> <li>Producing and testing communications</li> <li>Challenges, risks, legal and ethical considerations</li> </ul>	
<p>Overview of assessment</p> <ul style="list-style-type: none"> <li>One written, externally-set and marked paper, contributing 100% of the overall grade of the qualification.</li> <li>The examination will be 3 hours.</li> <li>The examination will consist of 100 marks.</li> <li>There are multiple-choice and short-response questions that total 30 marks.</li> <li>There are contextualised and case-study questions, that include 9-mark and 12-mark extended response questions, that together total 70 marks.</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

---

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

### 1. The customer environment

Subject content	What students need to learn
<b>1.1 Customers</b>	<p>Knowledge and understanding of types of customers and their importance to marketing communications and to the wider organisation.</p> <ul style="list-style-type: none"><li>• External customers:<ul style="list-style-type: none"><li>○ business-to-business (B2B)</li><li>○ business-to-government (B2G)</li><li>○ business-to-consumer (B2C).</li></ul></li><li>• Internal customers:<ul style="list-style-type: none"><li>○ directly connected to an organisation (usually internal to the organisation) and are typically<ul style="list-style-type: none"><li>- employees – colleagues for whom one department or individual performs a service for another to help satisfy external customers</li><li>- stakeholders – other individuals or groups within a business who have an interest in the company (owners, shareholders and management).</li></ul></li></ul></li><li>• Customer experience that is critical in influencing an organisation's success:<ul style="list-style-type: none"><li>○ competitive advantage</li><li>○ increased sales</li><li>○ increased profits</li><li>○ customer retention</li><li>○ organisational growth</li><li>○ sustainability</li><li>○ organisational reputation.</li></ul></li></ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>• Customer-focused organisations work to understand the customer: <ul style="list-style-type: none"> <li>○ characteristics <ul style="list-style-type: none"> <li>- buying motivations</li> <li>- age</li> <li>- gender</li> <li>- income</li> <li>- marital status</li> </ul> </li> <li>○ buying behaviour</li> <li>○ buying cycle</li> <li>○ experience journey.</li> </ul> </li> <li>• Organisational considerations when acquiring/retaining customers.</li> <li>• Understanding of the customer drives marketing strategy and plans.</li> <li>• Attracting and acquiring customers: <ul style="list-style-type: none"> <li>○ considerable marketing effort/resources required to <ul style="list-style-type: none"> <li>- identify potential customers through research</li> <li>- stimulate awareness of and interest in goods/services through advertising/promotion</li> <li>- persuade customers to buy through advertising/promotion</li> <li>- analyse sales</li> <li>- adjust plans and tactics.</li> </ul> </li> </ul> </li> </ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>• Retaining customers: <ul style="list-style-type: none"> <li>○ repeat buyers/long-term customers more valuable to a business than a customer who only buys once</li> <li>○ spend value of returning customers often higher than new customers</li> <li>○ cheaper to retain an existing customer than acquire a new one – requires less marketing investment and effort</li> <li>○ loyal customers are good for an organisation's reputation</li> <li>○ existing customers may be more open to buying other products from the organisation</li> <li>○ Customer Relationship Management (CRM) – monitor and manage customers to encourage loyalty as part of customer life cycle</li> <li>○ data management – Data Protection</li> <li>○ use of post-purchase research to understand the customer experience and inform marketing decisions and activities.</li> </ul> </li> </ul>

## 2. Customer behaviour and buying decisions

Subject content	What students need to learn
<p><b>2.1 Customer behaviour fundamentals and motivations</b></p>	<p>Knowledge and understanding of customer, behaviour, influences and motivations.</p> <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>• Influences on customer behaviour:               <ul style="list-style-type: none"> <li>○ market dynamics</li> <li>○ choice of goods/services/suppliers</li> <li>○ distribution of goods/services and availability – online/in-store</li> <li>○ political influences</li> <li>○ cultural influences</li> <li>○ beliefs – fixed</li> <li>○ values – can change</li> <li>○ perceptions – what a customer believes about a product/service</li> <li>○ attitudes – based on previous experience (habits, loyalty, which may change)</li> <li>○ emotions – buying decisions may not always be rational (impulse buys)</li> <li>○ economics – spending power, financial incentives (discounts)</li> <li>○ price of goods/services</li> <li>○ social – families, friends</li> <li>○ public concern</li> <li>○ media reports</li> <li>○ reviews – social media, online</li> <li>○ access to technology – internet, mobile devices</li> <li>○ marketing communications.</li> </ul> </li> </ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>• Customer motivations: <ul style="list-style-type: none"> <li>○ needs – essential item</li> <li>○ wants – desire for products or services that are not necessary, but which consumers wish for (typically luxury items)</li> <li>○ Maslow’s hierarchy of needs <ul style="list-style-type: none"> <li>- physiological needs (food, water, warmth, shelter, sex)</li> <li>- safety needs (security and order)</li> <li>- belonging (membership of groups and family)</li> <li>- self-esteem (recognition and status received from others)</li> <li>- self-actualisation (personal growth and developing one’s set of values).</li> </ul> </li> </ul> </li> </ul>

Subject content	What students need to learn
<p><b>2.2 Customer decision-making process</b></p>	<p>Knowledge and understanding of customer-buying decision roles and the customer-buying cycle.</p> <ul style="list-style-type: none"> <li>• Customer buying-decision roles: <ul style="list-style-type: none"> <li>○ initiator – a person who suggests or has the idea of buying a particular product or service</li> <li>○ influencer – a person whose view or advice influences the buying decision</li> <li>○ decision-maker – the individual with the power and/or financial authority to make the ultimate choice regarding which product to buy</li> <li>○ gatekeeper – may block buying decisions</li> <li>○ buyer (customer) – the person who concludes the transaction (may be different to user)</li> <li>○ user – the person (or persons) who uses the product or service.</li> </ul> </li> <li>• Customer buying cycle: <ul style="list-style-type: none"> <li>○ problem/need recognition triggered by <ul style="list-style-type: none"> <li>- internal stimuli (hunger or thirst)</li> <li>- external stimuli (advertising or word of mouth)</li> </ul> </li> <li>○ recognition of the need/want, without which a purchase cannot take place</li> <li>○ information search <ul style="list-style-type: none"> <li>- customer becomes aware of organisation’s brand</li> <li>- customer gathers information from different sources</li> <li>- marketing campaigns, online searches, media and word-of-mouth recommendation</li> </ul> </li> <li>○ evaluation of alternatives <ul style="list-style-type: none"> <li>- value judgement</li> <li>- how product/service can meet needs or wants</li> <li>- competitor comparisons</li> <li>- method of purchase</li> </ul> </li> </ul> </li> </ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>○ purchase decision <ul style="list-style-type: none"> <li>- customer identifies preferred choice based on evaluation of product/service or vendor</li> </ul> </li> <li>○ purchase <ul style="list-style-type: none"> <li>- transaction completed</li> <li>- goods received</li> </ul> </li> <li>○ post-purchase evaluation <ul style="list-style-type: none"> <li>- customer satisfaction/dissatisfaction and loyalty</li> <li>- advocacy and referral.</li> </ul> </li> <li>● Factors to consider: <ul style="list-style-type: none"> <li>○ audience <ul style="list-style-type: none"> <li>- B2B</li> <li>- B2C</li> <li>- B2G</li> </ul> </li> <li>○ speed of decision making <ul style="list-style-type: none"> <li>- complexity of purchase</li> <li>- price of purchase</li> <li>- potential impact of purchase</li> <li>- repeat purchase</li> <li>- variety seeking</li> </ul> </li> <li>○ customers may enter buying cycle at different points, which will <ul style="list-style-type: none"> <li>- change according to motivations and external influences</li> <li>- influence marketing communication decisions.</li> </ul> </li> </ul> </li> </ul>

### 3. Customer research

Subject content	What students need to learn
<b>3.1 Types and methods of research</b>	<p>Knowledge and understanding of the purpose, areas, types and methods of customer research and the ability to interpret and understand graphical presentations of research findings.</p> <ul style="list-style-type: none"><li>• Purpose of research:<ul style="list-style-type: none"><li>○ captures requirements/feedback of the customer – voice of the customer (VOC)</li><li>○ informs business and marketing strategy and plans – especially for new product launches</li><li>○ identifies why, where and when a customer makes a purchase</li><li>○ helps organisations anticipate and respond to customers’ needs and wants</li><li>○ forms part of continuous business improvement cycle – plan, do, reflect, review, adjust.</li></ul></li><li>• Areas of research:<ul style="list-style-type: none"><li>○ demographics and socio-economics</li><li>○ customer/consumer beliefs, perceptions and depth of knowledge</li><li>○ customer/consumer attitudes</li><li>○ buyer behaviour motivations</li><li>○ past buying behaviour</li><li>○ social media interaction</li><li>○ future buying behaviour – predicting/anticipating needs/wants</li><li>○ customer referrals/recommendations</li><li>○ competitor activity.</li></ul></li><li>• Types of research:<ul style="list-style-type: none"><li>○ quantitative – sales data</li><li>○ qualitative – surveys, reviews, complaints</li></ul></li><li>• Information sources<ul style="list-style-type: none"><li>○ primary – new research (may be specially commissioned)</li><li>○ secondary – existing information.</li></ul></li></ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>• Conducting customer research: <ul style="list-style-type: none"> <li>○ decide research objectives</li> <li>○ type of information required – facts, figures</li> <li>○ information already owned or needs to be commissioned</li> <li>○ conducting the research – in-house or via third-party research companies</li> <li>○ timing of research – before, during, after purchase</li> <li>○ information sources</li> <li>○ cost of research</li> <li>○ management and use of data gathered</li> <li>○ selection of method depends on research objective.</li> </ul> </li> <li>• Primary research methods: <ul style="list-style-type: none"> <li>○ surveys</li> <li>○ questionnaires</li> <li>○ focus groups</li> <li>○ interviews</li> <li>○ user testing</li> <li>○ A/B split testing</li> <li>○ polls</li> <li>○ pop-ups (web)</li> <li>○ pilot studies</li> <li>○ customer/consumer reviews.</li> </ul> </li> <li>• Secondary research – sources of information: <ul style="list-style-type: none"> <li>○ sales data (internal to an organisation)</li> <li>○ government statistics/data/reports (external)</li> <li>○ the internet (external)</li> <li>○ organisations' annual reports and accounts (external).</li> </ul> </li> </ul>

#### 4. The customer experience journey

Subject content	What students need to learn
<b>4.1 The customer experience journey</b>	<p>Knowledge and understanding of the customer experience journey.</p> <ul style="list-style-type: none"><li>• Stages of the customer journey and the implications for marketers:<ul style="list-style-type: none"><li>○ attract<ul style="list-style-type: none"><li>- customer journey starts here – awareness, discovery</li><li>- target marketing communications to where potential customers will find them</li><li>- the customer is a prospect/lead and has not yet made a purchase</li></ul></li><li>○ acquire<ul style="list-style-type: none"><li>- goods/services purchased</li><li>- the prospect/lead becomes a customer</li></ul></li><li>○ engage and develop<ul style="list-style-type: none"><li>- build customer relationships and emotional connections to brand</li><li>- keep in touch – newsletters, offers</li><li>- monitor customer satisfaction</li><li>- listen to customers</li><li>- be proactive</li></ul></li><li>○ serve<ul style="list-style-type: none"><li>- make things simple, easy, efficient, consistent for the customer</li><li>- meet promises and expectations</li><li>- satisfy needs</li><li>- manage problems</li><li>- request feedback</li></ul></li></ul></li></ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>○ keep <ul style="list-style-type: none"> <li>- build and maintain customer relationships</li> <li>- set and communicate expectations for the customer</li> <li>- meet/exceed expectations – deliver value, customer service</li> <li>- motivate and lead employees – provide training, communicate information, expected behaviours</li> <li>- create loyalty – upsell/cross-sell, keep customers active</li> <li>- improve processes</li> <li>- remove problems</li> <li>- create value</li> <li>- focus on all customers – old/new</li> <li>- request feedback – to improve goods/services</li> <li>- make customer feel involved</li> <li>- encourage repurchase</li> </ul> </li> <li>○ refer <ul style="list-style-type: none"> <li>- brand advocates (can be internal and external customers) – some customers immediately become advocates, others never will</li> <li>- referrals and platforms</li> </ul> </li> <li>○ exit <ul style="list-style-type: none"> <li>- customers' reasons for exit – dissatisfaction, affordability, need, organisational change</li> <li>- not always the end of the customer experience.</li> </ul> </li> </ul>

Subject content	What students need to learn
<p><b>4.2 Customer journey mapping</b></p>	<p>Knowledge and understanding of customer journey mapping.</p> <ul style="list-style-type: none"> <li>• Customer journey mapping: <ul style="list-style-type: none"> <li>○ purpose <ul style="list-style-type: none"> <li>- examine ways of moving the customer through the life cycle to encourage purchase and retention</li> <li>- insight from mapping support ideas for improvements and innovations</li> </ul> </li> <li>○ factors to consider <ul style="list-style-type: none"> <li>- developed from the customer's point of view</li> <li>- based on real information about customer's experiences</li> <li>- captures the customer's goals, needs, pain points and expectations (positive, neutral and negative emotions)</li> <li>- they evolve and change as new information is collected and added</li> <li>- shows the customer's current/potential journey across multiple touchpoints – where they interact with the brand or outside of the brand as they seek to meet their goals and needs</li> <li>- the customer's lifetime value</li> <li>- incorporates performance indicators</li> <li>- presented in visual format to help stakeholders' understanding, engagement and decision making.</li> </ul> </li> </ul> </li> </ul>

## 5. Communications fundamentals

Subject content	What students need to learn
<b>5.1 Marketing communications plan</b>	<p>Understand the core elements of a marketing communications plan and how it is typically influenced by, or included in, a wider marketing plan.</p> <ul style="list-style-type: none"><li>• Business areas that a marketing communications plan covers:<ul style="list-style-type: none"><li>○ organisation-wide (all elements of an organisation)</li><li>○ specific brand or product</li><li>○ specific market</li><li>○ service and customer experience</li><li>○ internal or external.</li></ul></li><li>• Marketing communications plan elements:<ul style="list-style-type: none"><li>○ strategy<ul style="list-style-type: none"><li>- setting a strategy to achieve overall communications goals</li></ul></li><li>○ objectives<ul style="list-style-type: none"><li>- setting objectives to achieve strategic aims</li></ul></li><li>○ budget allocation and reasoning<ul style="list-style-type: none"><li>- forecasting</li><li>- costs, value and return on investment (ROI)</li><li>- audience reach (customer-wide, targeted)</li></ul></li><li>○ tactical delivery<ul style="list-style-type: none"><li>- methods of delivery</li><li>- media selection</li></ul></li><li>○ timeline<ul style="list-style-type: none"><li>- planning for outcomes</li><li>- supporting sales targets and deadlines</li></ul></li><li>○ return on investment (ROI)<ul style="list-style-type: none"><li>- developing metrics</li><li>- reviewing results against objectives</li><li>- ensuring data capture for analysis.</li></ul></li></ul></li></ul>

Subject content	What students need to learn
<p><b>5.2 Informing a marketing communications plan</b></p>	<p>Understand the 4As in the context of the 4Ps and how they are used to develop an effective marketing communications plan.</p> <ul style="list-style-type: none"> <li>• The 4Ps – core elements to consider when developing an overarching marketing plan: <ul style="list-style-type: none"> <li>○ product</li> <li>○ price</li> <li>○ place</li> <li>○ promotion.</li> </ul> </li> <li>• The 4As (Kotler) support the 4Ps when developing effective communication-specific plans: <ul style="list-style-type: none"> <li>○ acceptability (product) <ul style="list-style-type: none"> <li>- how a product or service fits or exceeds the needs of the target market</li> <li>- functional</li> <li>- psychological</li> </ul> </li> <li>○ affordability (price) <ul style="list-style-type: none"> <li>- target market financial ability and willingness/desire to purchase</li> <li>- changes in economy</li> <li>- perceived value</li> </ul> </li> <li>○ accessibility (place) <ul style="list-style-type: none"> <li>- availability</li> <li>- convenience</li> </ul> </li> <li>○ awareness (promotion) <ul style="list-style-type: none"> <li>- brand perception</li> <li>- product knowledge</li> <li>- service knowledge.</li> </ul> </li> </ul> </li> </ul>

Subject content	What students need to learn
<p><b>5.3 The marketing communications mix</b></p>	<p>Understand the five core elements that make up the marketing communications mix and how these can be integrated within organisations.</p> <ul style="list-style-type: none"> <li>• Five core elements of the marketing communications mix: <ul style="list-style-type: none"> <li>○ advertising – setting an appropriate level of advertising programme/campaign <ul style="list-style-type: none"> <li>- budget</li> <li>- ROI metrics</li> <li>- customer targeting.</li> </ul> </li> <li>○ personal selling <ul style="list-style-type: none"> <li>- identifying the business settings where personal selling is and isn't an appropriate communication method.</li> </ul> </li> <li>○ direct marketing <ul style="list-style-type: none"> <li>- fundamentals of direct marketing</li> <li>- advantages and disadvantages</li> <li>- impact of online/digital marketing</li> <li>- legal requirements (data protection, general concepts).</li> </ul> </li> <li>○ sales promotion <ul style="list-style-type: none"> <li>- sales promotion as an effective short-term tactic</li> <li>- potential issues and disadvantages when developing long-term customer relationships.</li> </ul> </li> <li>○ public relations (PR) <ul style="list-style-type: none"> <li>- the role of PR and its importance</li> <li>- effective PR planning</li> <li>- advantages and limitations of PR.</li> </ul> </li> </ul> </li> </ul>

Subject content	What students need to learn
<p><b>5.4 Customer engagement and response</b></p>	<p>Understanding customer engagement and response models and how these influence the development of marketing communications.</p> <ul style="list-style-type: none"> <li>• Models: <ul style="list-style-type: none"> <li>○ linear – single function communications that do not require feedback or responding communication</li> <li>○ transactional – communications that intend a structured series of exchanges between the sender and the recipient</li> <li>○ interactional – communication that has an exchange of messages, ideas and views between sender and recipient</li> <li>○ AIDA model of engagement <ul style="list-style-type: none"> <li>- attention – how customers/consumers are made aware of an organisation, service, product or brand</li> <li>- interest – how customers/consumers become interested in an organisation, service, product or brand</li> <li>- desire – how tactics can influence customer preference towards an organisation, product or brand</li> <li>- action – how communications influence a specific action.</li> </ul> </li> </ul> </li> </ul>

Subject content	What students need to learn
<p><b>5.5 Evaluating the wider business environment</b></p>	<p>Understanding and evaluation of wider business issues that may influence the development of an effective marketing communications plan.</p> <ul style="list-style-type: none"> <li>• Market dynamics: <ul style="list-style-type: none"> <li>○ market <ul style="list-style-type: none"> <li>- growth rate</li> <li>- size and potential</li> <li>- fluctuations</li> <li>- market share</li> <li>- age, maturity.</li> </ul> </li> <li>○ competitor strategy <ul style="list-style-type: none"> <li>- product range</li> <li>- market share</li> <li>- service levels</li> <li>- communication activity</li> <li>- brand position.</li> </ul> </li> <li>○ supply chain <ul style="list-style-type: none"> <li>- product availability</li> <li>- product pipeline.</li> </ul> </li> <li>○ seasonal markets <ul style="list-style-type: none"> <li>- holidays</li> <li>- religious festivals</li> <li>- geographic</li> <li>- weather.</li> </ul> </li> <li>○ technology <ul style="list-style-type: none"> <li>- developments</li> <li>- limitations</li> <li>- regional availability.</li> </ul> </li> </ul> </li> </ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>• Product and brand life cycles:               <ul style="list-style-type: none"> <li>○ growth and maintenance communications</li> <li>○ how the current position in product/brand life cycle can affect communications planning</li> <li>○ external economic life cycle.</li> </ul> </li> <li>• Sales performance:               <ul style="list-style-type: none"> <li>○ under-performing sales</li> <li>○ over-performing sales.</li> </ul> </li> </ul>

Subject content	What students need to learn
<p><b>5.6 Communications media</b></p>	<p>Understand the various media used in successful communications delivery.</p> <ul style="list-style-type: none"> <li>• Print – tangible, permanent, referable: <ul style="list-style-type: none"> <li>○ brochures</li> <li>○ leaflets</li> <li>○ flyers</li> <li>○ leave piece</li> <li>○ catalogues</li> <li>○ annual reports</li> <li>○ posters.</li> </ul> </li> <li>• Broadcast – short-term, mass market, high-impact: <ul style="list-style-type: none"> <li>○ television and cinema</li> <li>○ outdoor</li> <li>○ radio.</li> </ul> </li> <li>• News – time-bound, current: <ul style="list-style-type: none"> <li>○ newspapers and magazines</li> <li>○ industry and trade journals.</li> </ul> </li> <li>• Digital: <ul style="list-style-type: none"> <li>○ email/direct digital mail</li> <li>○ intranet</li> <li>○ mobile devices</li> <li>○ social media</li> <li>○ website</li> <li>○ podcasts</li> <li>○ blogs and vlogs</li> <li>○ detail/sales aid.</li> </ul> </li> <li>• Face-to-face: <ul style="list-style-type: none"> <li>○ presentation/pitch</li> <li>○ conference</li> <li>○ speech</li> <li>○ symposium</li> <li>○ exhibition.</li> </ul> </li> </ul>

## 6. Corporate communications

Subject content	What students need to learn
<b>6.1 Corporate communications fundamentals</b>	<p>Understanding the key elements of corporate communications, and differences between internal and external communication functions.</p> <ul style="list-style-type: none"><li>• Internal communications:<ul style="list-style-type: none"><li>○ employee communications</li><li>○ internal customer communications.</li></ul></li><li>• External communications:<ul style="list-style-type: none"><li>○ external customers</li><li>○ suppliers</li><li>○ regulatory bodies.</li></ul></li><li>• Stakeholder communications (internal/external):<ul style="list-style-type: none"><li>○ understanding stakeholder requirements</li><li>○ developing purposeful and clear messaging</li><li>○ planning engagement</li><li>○ influencing response.</li></ul></li><li>• Understanding responsibilities:<ul style="list-style-type: none"><li>○ ownership and liability</li><li>○ budgets</li><li>○ sign off and copyright.</li></ul></li></ul>

Subject content	What students need to learn
<p><b>6.2 Corporate identity</b></p>	<p>Understand the impact of corporate identity on an organisation's image and reputation.</p> <ul style="list-style-type: none"> <li>• Corporate identity – the physical way an organisation presents itself through: <ul style="list-style-type: none"> <li>○ corporate logo</li> <li>○ visual style (font, colours, photography)</li> <li>○ values, mission and vision statements</li> <li>○ buildings, fixtures and layout</li> <li>○ signage</li> <li>○ uniforms</li> <li>○ vehicles graphics</li> <li>○ stationery.</li> </ul> </li> <li>• Portraying value in corporate identity.</li> <li>• Global brand relationship to local corporate identity.</li> </ul>

## 7. Producing and testing communications

Subject content	What students need to learn
<b>7.1 Brand and communication guidelines</b>	<p>Understand how brand and communication guidelines are developed and implemented.</p> <ul style="list-style-type: none"><li>• Brand and communication guidelines – how an organisation will present its marketing communications of a brand, goods or service:<ul style="list-style-type: none"><li>○ influenced by wider marketing, brand and communications strategy</li><li>○ use of research outputs.</li></ul></li><li>• Brand and communication guidelines elements and development:<ul style="list-style-type: none"><li>○ strategic inputs<ul style="list-style-type: none"><li>- referring to marketing and communication plans</li></ul></li><li>○ positioning<ul style="list-style-type: none"><li>- positioning statements (internal and development use)</li></ul></li><li>○ tone of voice<ul style="list-style-type: none"><li>- communication style</li><li>- how tone of voice is used</li></ul></li><li>○ brand elements and devices<ul style="list-style-type: none"><li>- logo types and uses</li><li>- selecting typefaces</li><li>- using graphics and icons</li><li>- use of colours</li><li>- developing product/service visuals</li></ul></li><li>○ brand model<ul style="list-style-type: none"><li>- brand pyramid</li></ul></li><li>○ communication lines and straplines:<ul style="list-style-type: none"><li>- supporting the brand</li><li>- creating effective comms line</li><li>- overarching communication theme</li><li>- straplines</li><li>- influenced by comms line.</li></ul></li></ul></li></ul>

Subject content	What students need to learn
<p><b>7.2 Producing communications</b></p>	<p>Understand and be able to apply the communications production process in given contexts.</p> <ul style="list-style-type: none"> <li>• Media selection, informed through: <ul style="list-style-type: none"> <li>○ marketing communications plan</li> <li>○ research outcomes</li> <li>○ budget</li> <li>○ timeframes</li> <li>○ detail level</li> <li>○ target audience.</li> </ul> </li> <li>• Communication production: <ul style="list-style-type: none"> <li>○ management and ownership</li> <li>○ milestones and deadlines</li> <li>○ selecting and commissioning production and creative services <ul style="list-style-type: none"> <li>- internal/agency</li> <li>- budget</li> <li>- graphic designers</li> <li>- copywriters</li> <li>- account managers</li> <li>- print production</li> <li>- film production</li> <li>- artwork</li> <li>- photography</li> </ul> </li> <li>○ review <ul style="list-style-type: none"> <li>- proofreading</li> <li>- editing</li> <li>- sense checking</li> </ul> </li> <li>○ sign-off process <ul style="list-style-type: none"> <li>- responsible approver</li> <li>- accountable approver.</li> </ul> </li> </ul> </li> </ul>

Subject content	What students need to learn
<p><b>7.3 Testing communications</b></p>	<p>Understand and be able to apply the methods used to test communications in given contexts.</p> <ul style="list-style-type: none"> <li>• Approach to testing: <ul style="list-style-type: none"> <li>○ objectives</li> <li>○ timing</li> <li>○ scope</li> <li>○ regional versus national.</li> </ul> </li> <li>• Testing communications with target market: <ul style="list-style-type: none"> <li>○ pre-production concept testing <ul style="list-style-type: none"> <li>- advisory boards</li> <li>- one-to-one interviews</li> <li>- storyboards.</li> </ul> </li> </ul> </li> <li>• During delivery: <ul style="list-style-type: none"> <li>○ A/B split testing</li> <li>○ pilots.</li> </ul> </li> <li>• Post-delivery: <ul style="list-style-type: none"> <li>○ internal review board</li> <li>○ knowledge transfer</li> <li>○ behaviour change.</li> </ul> </li> <li>• Considerations in affective testing: <ul style="list-style-type: none"> <li>○ conveyance of key messages</li> <li>○ emotional reactions</li> <li>○ overall message comprehension</li> <li>○ acceptability</li> <li>○ attractiveness/engagement</li> <li>○ personal identification</li> <li>○ persuasiveness</li> <li>○ individual feedback and suggestions.</li> </ul> </li> </ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>• Pilot communications: <ul style="list-style-type: none"> <li>○ using pilot schemes to test success prior to wider delivery <ul style="list-style-type: none"> <li>- reduced geographical area delivery</li> <li>- reduced length of delivery</li> <li>- reduced media coverage.</li> </ul> </li> </ul> </li> <li>• Assessing results: <ul style="list-style-type: none"> <li>○ return on investment (ROI) metrics <ul style="list-style-type: none"> <li>- test results against objectives</li> </ul> </li> <li>○ outcomes of testing <ul style="list-style-type: none"> <li>- click-through rates</li> <li>- conversion rates</li> <li>- respond to call to action</li> <li>- open rate</li> <li>- informing adaptation</li> <li>- integrating results.</li> </ul> </li> </ul> </li> </ul>

## 8. Challenges, risks, legal and ethical considerations

Subject content	What students need to learn
<b>8.1 Challenges and risks for marketers</b>	<p>Knowledge and understanding of types of challenges and risks associated with the customer experience and communications.</p> <ul style="list-style-type: none"><li>• Ongoing requirement by businesses to find and win new customers:<ul style="list-style-type: none"><li>○ continuous marketing effort and resources required</li><li>○ market research may be expensive and time-consuming.</li></ul></li><li>• Interpreting customer buying behaviours:<ul style="list-style-type: none"><li>○ behaviours may be complex and influenced by many factors.</li></ul></li><li>• Advertising overload:<ul style="list-style-type: none"><li>○ difficult for businesses to get their marketing messages heard when consumers may be exposed to thousands of competing advertisements each day.</li></ul></li><li>• Customer data management:<ul style="list-style-type: none"><li>○ data protection laws must be observed</li><li>○ data should be up to date to ensure correct targeting of marketing messages.</li></ul></li><li>• Overcoming potential barriers to communication – blocked messages.</li><li>• Cultural differences:<ul style="list-style-type: none"><li>○ marketers may need to adapt messages to reflect cultural sensitivities, especially if required to be translated into different languages</li><li>○ values of customers may change.</li></ul></li></ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>• Technology: <ul style="list-style-type: none"> <li>○ lack of access to technology/the internet may prevent some customers receiving marketing messages</li> <li>○ customer data</li> <li>○ hacker threat</li> <li>○ phishing emails (customers)</li> <li>○ system failure.</li> </ul> </li> <li>• Customer retention: <ul style="list-style-type: none"> <li>○ high customer expectations – customers may switch brands if they have a negative experience</li> <li>○ impact of competitive pricing – customers may switch if goods found cheaper elsewhere</li> <li>○ customers may switch following negative publicity</li> <li>○ need for regular communication and incentives to keep customers engaged.</li> </ul> </li> <li>• Control of company reputation: <ul style="list-style-type: none"> <li>○ more difficult to achieve due to immediacy and impact of social media.</li> </ul> </li> </ul>

Subject content	What students need to learn
<p><b>8.2 Legal issues and considerations</b></p>	<p>Understanding legal issues and their importance when developing and implementing a customer experience or communication plan.</p> <ul style="list-style-type: none"> <li>• Buyers' rights: <ul style="list-style-type: none"> <li>○ organisations' customer returns policies</li> <li>○ laws will vary in different regions and countries.</li> </ul> </li> <li>• Customer data management and protection: <ul style="list-style-type: none"> <li>○ organisation rules and guidance</li> <li>○ live data and archived data</li> <li>○ adhere to regional and local laws.</li> </ul> </li> <li>• Defamation: <ul style="list-style-type: none"> <li>○ avoid communications that judge an organisation or individual and that may result in damage to reputation</li> <li>○ avoid communications that highlight perceived competitor product or service failings.</li> </ul> </li> <li>• Trade description: <ul style="list-style-type: none"> <li>○ avoid false product, brand and service descriptions</li> <li>○ avoid misleading and inaccurate communications</li> <li>○ ensure factual accuracy and reliability</li> <li>○ laws vary in different regions and countries.</li> </ul> </li> </ul>

Subject content	What students need to learn
<p><b>8.3 Working ethically</b></p>	<p>Understanding the concepts of working ethically and its importance when developing and implementing a customer experience and communication plan.</p> <ul style="list-style-type: none"> <li>• Corporate social responsibility (CSR): <ul style="list-style-type: none"> <li>○ overselling <ul style="list-style-type: none"> <li>- customer relationship risks</li> <li>- affordability and ability to pay</li> </ul> </li> <li>○ vulnerable customer groups <ul style="list-style-type: none"> <li>- setting guidelines</li> </ul> </li> <li>○ profit over need <ul style="list-style-type: none"> <li>- setting agreed guidelines</li> </ul> </li> <li>○ supply chain <ul style="list-style-type: none"> <li>- transparency of supply</li> </ul> </li> <li>○ freedom to purchase.</li> </ul> </li> </ul>

**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

---

Teaching would be effective when including varied activities that offer opportunities to practice all question types covered in the examination. These activities should cover factual recall of information, understanding of core customer experience and communication processes, as well as extended written responses that will require candidates to undertake a broad analysis of organisation-based case studies.

Students should be actively encouraged to undertake practical investigations into the people-focused and creative subject area of marketing. When undertaking non-guided study, students should work both independently and, where possible, as part of a small group, undertaking research of specific topic areas and utilising selected reading recommendations to gain insight of each topic area. Group discussion should also be encouraged during guided learning, reviewing and critiquing various real life customer experience and communication business scenarios, in order to gain a practical insight into relevant business practices.

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

# Assessment

## Assessment summary

---

Pearson LCCI Level 3 Certificate in Customer Experience and Communications
<p>First teaching: January 2019</p> <p>First assessment: June 2019</p> <p>Number of series: 4</p> <p>Availability: April, June, September and November</p>
<p>Overview of content</p> <ul style="list-style-type: none"><li>• The customer environment</li><li>• Customer behaviour and buying decisions</li><li>• Customer research</li><li>• The customer experience journey</li><li>• Communications fundamentals</li><li>• Corporate communications</li><li>• Producing and testing communications</li><li>• Challenges, risks, legal and ethical considerations</li></ul>
<p>Overview of assessment</p> <ul style="list-style-type: none"><li>• One written, externally-set and marked paper, contributing 100% of the overall grade of the qualification.</li><li>• The examination will be 3 hours.</li><li>• The examination will consist of 100 marks.</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><li>• Students answer all questions.</li><li>• The paper comprises multiple-choice questions, short open-response questions and extended open-response questions.</li></ul>

## Assessment Objectives

---

<b>Students must:</b>		<b>% of qualification</b>
<b>AO1</b>	<b>Memorise</b> Demonstrate knowledge of the principles of the customer experience and marketing communications.	36
<b>AO2</b>	<b>Demonstrate understanding</b> Demonstrate understanding of relationships between marketing communications, customers and their experiences.	40
<b>AO3</b>	<b>Analyse/evaluate information</b> Analyse information or data and evaluate plans and activities in a marketing context.	12
<b>AO4</b>	<b>Make connections</b> Make connections, apply and integrate marketing and communications principles and concepts to make supported judgements or to create plans and reports.	12
<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
<b>Pass</b>	<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 communications 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 customer experience and communications processes, selecting appropriate actions in more simple and familiar contexts.</p> <p>They will have a sound understanding of the use of communications materials in given marketing sectors.</p> <p>They will be able to produce simple/descriptive reports on the effectiveness of customer experience and communications activities within familiar contexts.</p> <p>They will be able to relate the use of customer experience and communications processes and modern products to users and purposes.</p>

Grade	Descriptor
<b>Distinction</b>	<p>Students will be able to synthesise knowledge of communications methodologies, the processes used to target customers, bringing together understanding of technologies and strategies.</p> <p>They will be able to apply understanding of customer experience and communications processes to complex contexts.</p> <p>They will show depth of knowledge and development of understanding of customer experience and communications 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> <p>They will be able to produce evaluative reports on the effectiveness of customer experience and communications activities within familiar/unfamiliar contexts and provide justified recommendations.</p> <p>They will be able to create customer experience and communications proposals, define objectives and apply knowledge to make informed justifications and conclusions in familiar/unfamiliar contexts.</p>

# Entry and assessment information

## Student entry

---

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

---

There are no forbidden combinations of entry for this qualification.

## Age

---

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

## Resitting the qualification

---

Candidates can resit the examination for Pearson LCCI Level 3 Certificate in Customer Experience and Communications (ASE20204). Candidates can be entered for the next examination for this qualification.

## Awarding and reporting

---

The Pearson LCCI Level 3 Certificate in Customer Experience and Communications (ASE20204) qualification is graded and certificated on a three-grade scale: Pass/Merit/Distinction.

## Access arrangements, reasonable adjustments and special consideration

---

### 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 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; and
- 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 the 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

---

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

---

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

---

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

---

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)**

---

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 180 and a GLH of 150.

### **Student recruitment**

---

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

---

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 that 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

---

Students can progress to the following LCCI Level 3 Diplomas and Advanced Diplomas:

- Pearson LCCI Level 3 Diploma or Advanced Diploma in Marketing, Digital Marketing, Marketing Communications or Sales and Marketing
- Pearson LCCI Level 3 Diploma or Advanced Diploma in Business
- Pearson LCCI Level 3 Advanced Diploma in Entrepreneurship.

Potential job roles post-completion of the qualification:

- middle-management roles, including managers of specialist functional areas (for example Customer Experience Manager), Communications Manager, Office Manager, General Manager, Business Development Advisor/Manager, Sales Executive/Manager
- specialisation in the field of communications and/or customer experience.

## Exemptions

---

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

---

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: 603/3111/2.

The subject code for Pearson LCCI Level 3 Certificate in Customer Experience and Communications is: ASE 20204. 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

## 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 Customer Experience and Communications Sample Assessment Materials document (ISBN 9781446956533) 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	Learners provide an extended definition that must contain two separate points.
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, Develop	Learners prepare copy or plan based on given stimulus, drawing out the key elements from the context.
Prepare	Learners use given stimulus to produce materials, showing understanding of the key features and purpose.
Report	Learners use given stimulus to explore different themes or concepts suggesting reasons or effects and recommending actions.



September 2018

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit [qualifications.pearson.com](http://qualifications.pearson.com)

Edexcel and BTEC are registered trademarks of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828  
Registered Office: 80 Strand, London WC2R 0RL.

VAT Reg No GB 278 537121



ISBN 978-1-4469-5652-6  
9 781446 956526 >