Pearson
BTEC Award and Certificates for the Level 3 Digital Marketer Apprenticeship Standard

Specification

BTEC Specialist qualifications

Pearson BTEC Level 3 Award in Principles of Coding

Pearson BTEC Level 3 Certificate in Marketing Principles

Pearson BTEC Level 3 Certificate in Digital Marketing Business Principles

First teaching October 2018

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 qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at 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

Contents

1   Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry level to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work.

BTEC Specialist qualifications put learning into the context of the world of work, giving learners the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical approach means learners develop the knowledge, understanding and skills they need for career progression or further study. As such, these qualifications are well suited to support the delivery of the Apprenticeship Standards.

The qualifications may be offered as full-time or part-time courses in schools, colleges, training centres and through employers.

Sizes of BTEC Specialist qualifications

For all regulated qualifications, Pearson specifies a total estimated number of hours that learners will require 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, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors includes private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of the TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with employers and training providers delivering the qualifications.

BTEC Specialist qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less
  (equivalent to a range of 1–12 credits)

- Certificate – a qualification with a TQT value in the range of 121–369
  (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more
  (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Award in Principles of Coding
Qualification Number (QN)	603/3826/X
Regulation start date	01/12/2018
Operational start date	01/12/2018
Approved age ranges	16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please see *Section 6 Access and recruitment*.
Total Qualification Time (TQT)	50 hours
Guided Learning Hours (GLH)	38 hours
Assessment	External assessment – on screen test
Grading information	The qualification and units are at a Pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Guide for Centres to Enrolling onto Qualifications (see Section 6 Access and recruitment).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. The Apprenticeship funding rules can be found at www.gov.uk

Qualification title	Pearson BTEC Level 3 Certificate in Marketing Principles
Qualification Number (QN)	603/3828/3
Regulation start date	01/12/2018
Operational start date	01/12/2018
Approved age ranges	16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please see *Section 6 Access and recruitment*.
Total Qualification Time (TQT)	125 hours
Guided Learning Hours (GLH)	90 hours
Assessment	External assessment – on screen test
Grading information	The qualification and units are at a Pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Guide for Centres to Enrolling onto Qualifications (see Section 6 Access and recruitment).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. The Apprenticeship funding rules can be found at www.gov.uk

Qualification title	Pearson BTEC Level 3 Certificate in Digital Marketing Business Principles
Qualification Number (QN)	603/3827/1
Regulation start date	01/12/2018
Operational start date	01/12/2018
Approved age ranges	16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please see *Section 6 Access and recruitment*.
Total Qualification Time (TQT)	125 hours
Guided Learning Hours (GLH)	90 hours
Assessment	External assessment – on screen test
Grading information	The qualification and units are at a Pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Guide for Centres to Enrolling onto Qualifications (see Section 6 Access and recruitment).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. The Apprenticeship funding rules can be found at www.gov.uk

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual,* available on our website, qualifications.pearson.com

3   Qualification purpose

Qualification objectives

This specification covers the following three qualifications:

- Pearson BTEC Level 3 Award in Principles of Coding
- Pearson BTEC Level 3 Certificate in Marketing Principles
- Pearson BTEC Level 3 Certificate in Digital Marketing Business Principles

These qualifications are for learners who work in, or who want to work as a Digital Marketer within the Marketing industry.

These qualifications give learners the opportunity to:

- develop knowledge related to develop written communication, review on line activity, apply structured techniques to problems, digital campaigns, use of digital tools and analytics of marketing activities,
- develop technical knowledge and understanding in coding, marketing and digital marketing.
- achieve Level 3 qualifications
- develop their own personal growth and engagement in learning.

Apprenticeships

The three qualifications that form Pearson BTEC Level 3 for Digital Marketer are a mandatory requirement within the Level 3 Apprenticeship Standard for Digital Marketer. Learners must achieve all three qualifications (or equivalent vendor qualifications) before progressing to the end-point assessment.

The equivalent vendor qualifications are listed below.

Principles of Coding:

- MTA HTML 5
- CIW Site Development Associate

Marketing Principles:

- Google Squared
- CIM Level 4 Award in Digital Marketing
- Dot Native
- CIW Internet Business Associate

Digital Marketing Business Principles:

- Google Analytics IQ
- CIM Level 4 Award in Digital Marketing
- CIW Data Analytics
- CIW Social Media

Progression opportunities

Learners who achieve these qualifications and have met all other specified requirements of the Apprenticeship Standard can progress to achieving the full Apprenticeship certification that confirms competency in the job role stated on the previous page.

With further training and development, learners can progress to more senior or complex job roles such as Senior Digital Marketing Executive or Senior Campaign Executive. They can also progress on to level 4 apprenticeships in digital marketing.

Industry support and recognition

These qualifications content is based on the requirements set out in the apprenticeship standards issued by the Tech Partnership

The qualification is recognised by:

- Employers: IBM, Capgemini, Microsoft®, Cisco, BT, HP, The Royal Signals, Lowe and Partners, QinetiQ, Weboo, 4Ps Marketing, Fujitsu, Accenture, Atos, CGI, Visa, Contentive, Thales, Ticketmaster®, NCA, Virgin Media.
- Professional organisation/s: BCS Chartered Institute for IT.
- Standards Setting Body: The Tech Partnership.

These qualifications are supported by Digital Skills UK.

4 Qualification structure

Pearson BTEC Level 3 Award in Principles of Coding

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of units that must be achieved	1
Minimum number of GLH that must be achieved	38

Unit number	Mandatory qualifications	Level	Guided Learning Hours
1	Principles of Coding	3	38

Pearson BTEC Level 3 Award in Marketing Principles

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of units that must be achieved	1
Minimum number of GLH that must be achieved	90

Unit number	Mandatory unit	Level	Guided learning hours
2	Marketing Principles	3	90

Pearson BTEC Level 3 Certificate in Digital Marketing Business Principles

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of units that must be achieved	1
Minimum number of GLH that must be achieved	90

Unit number	Mandatory unit	Level	Guided learning hours
3	Digital Marketing Business Principles	3	90

5 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

General resource requirements

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.

- Staff involved in the delivery must have relevant expertise and occupational experience.

- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification.

- Centres must have appropriate health and safety policies in place that relate to the use of equipment by learners.

- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 6 Access and recruitment*. For full details of the Equality Act 2010, visit www.legislation.gov.uk

6 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards

- they should be free from barriers that restrict access and progression

- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

We refer centres to our Pearson *Equality and diversity policy*, which can be found in the support section of our website, qualifications.pearson.com

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's *Equality and diversity policy* document requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners 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 learners who do not share that characteristic

- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see *Section 8 Assessment* for information on reasonable adjustments and special consideration.

7 Programme delivery

Centres are free to offer these qualifications using any mode of delivery that meets learners' and employers' needs. It is recommended that centres make use of a wide range of training delivery methods, including direct instruction in classrooms, simulated demonstrations, research or applied projects, e-learning, directed self-study, field visits and role play. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the qualifications.

Centres must adhere to the Pearson policies that apply to the different models of delivery. Our *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* document is available on our website.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- spending time with employers to better understand their organisational requirements and the methods of training that are most suitable, taking into consideration their available resources and working patterns

- collaborating with employers to ensure that learners have opportunities in the workplace to implement the knowledge and skills developed through the training programme

- developing up-to-date and relevant teaching materials that make use of scenarios relevant to the sector and relevant occupation

- giving learners the opportunity to apply their learning in realistic practical activities

- having regular meetings with employers to discuss learner progress, providing feedback and agreeing how any issues will be resolved

- developing projects or assessments with input from employers

- using 'expert witness' reports from employers to support assessment

- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

Where a qualification is externally assessed, it is essential that learners have covered all of the qualification content before they are tested.

For further information on the delivery and assessment of the new Apprenticeships please refer to the *Apprenticeship Funding Rules*, at: www.gov.uk/government/collections/sfa-funding-rules

8 Assessment

The table below gives a summary of the assessment methods used for these qualifications.

Qualifications	Assessment method
All qualifications	External assessment (onscreen test)

In administering internal assessments, centres need to be aware of the specific procedures and policies that apply to, for example, registration, entries and results. More information can be found in our *Information manual*, available on our website.

Language of assessment

External assessments for these qualification(s) will be available in English only.

A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of Languages in Qualifications Policy* document, available on our website at: qualifications.pearson.com

For further information on access arrangements, please refer to *Reasonable adjustments* later in this section.

External assessment

The table below gives information about the type and availability of external assessments that are available for these qualifications. Centres should check this information carefully together with the relevant qualification information and the sample assessment materials so that they can timetable learning and assessment periods appropriately.

Pearson BTEC Level 3 Award in Principles of Coding	
Type of assessment	Onscreen test using items such as multiple choice, multiple response
Length of assessment	The external assessment will be 35 minutes
Number of questions/marks	20
Assessment availability	On demand
First assessment availability	April 2019

Pearson BTEC Level 3 Certificate in Marketing Principles	
Type of assessment	Onscreen test using items such as multiple choice, multiple response
Length of assessment	The external assessment will be 45 minutes
Number of questions/marks	30
Assessment availability	On demand
First assessment availability	April 2019

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Pearson BTEC Level 3 Certificate in Digital Marketing Business Principles	
Type of assessment	Onscreen test using items such as multiple choice, multiple response
Length of assessment	The external assessment will be 45 minutes
Number of questions/marks	30
Assessment availability	On demand
First assessment availability	April 2019

Pearson sets and marks the external assessments.

The external assessment assesses all the learning outcomes in the units to meet the standard specified by the related assessment criteria. All the content in each unit is mandatory for the assessments and will be sampled across different versions of the assessment over time. Therefore, it is essential that learners have full knowledge of the unit content before being entered for the onscreen test.

Centres need to make sure that learners are:

- fully prepared to sit the external assessments

- entered for the tests at appropriate times, with due regard for resit opportunities as necessary.

Information about registering learners for the test and the systems requirements for delivering the onscreen tests is available on our website.

Sample assessment materials

Each externally assessed unit has a set of sample assessment materials (SAMs). The SAMs are there to provide an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

SAMs show the range of possible question types that may appear in the actual assessments and give a good indication of how the assessments will be structured.

While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the questions asked will change in each assessment.

A copy of each of these assessments can be downloaded from the qualification page on our website.

Resits

Learners who take the onscreen test and do not perform as expected are allowed the opportunity to resit the assessment. Opportunities for resits are purely at the centre's discretion. Centres will need to ensure that learners are fully prepared against any identified areas of weakness before resitting the assessment.

Administrative arrangements for external assessment

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment.
They allow learners 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.

Access arrangements should always be processed at the time of registration.

Learners will then know what type of arrangements are available in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that Pearson agrees to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the learner with the disability

- the effectiveness of the adjustment

- the cost of the adjustment; and

- the likely impact of the adjustment on the learner with the disability and other learners.

An adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment.

An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Conducting external assessments

Centres must make arrangement for the secure delivery of external assessments. All centres offering external assessments must comply with
the Joint Council for Qualifications (JCQ) document *Instructions for the Conduct of Examinations (ICE)*. The current version of this document is available on our website.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice in vocational qualifications*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

External assessment

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of the Joint Council for Qualifications (JCQ) document *Suspected Malpractice in Examinations and Assessments, Policies and Procedures* (available on the JCQ website, www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com

The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

The Head of Centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The Head of Centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the Head of Centre to assist.

Incidents of maladministration (errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see 6.15 of the Joint Council for Qualifications (JCQ) document *Suspected Malpractice in Examinations and Assessments, Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on the centre's certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the Head of Centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* document, available on our website, qualifications.pearson.com. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com) who will inform you of the next steps.

9 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

The The Apprenticeship standard lists vendor qualifications that suitable to show equivalent achievement of each qualification in this specification. The equivalent vendor qualifications are listed in the Essential information for tutors and assessors section of each unit and can be used as evidence of the gateway requirement for the Apprenticeship.

10 Centre recognition and approval

Centres that have not previously offered BTEC Specialist qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Centres offering mandatory qualifications for the new Apprenticeship Standards must be listed on the Skills Funding Agency's Register of Training Organisations and have a contract to deliver the new Apprenticeship Standards.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the Head of Centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

11 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre delivers BTEC qualifications. The centre will use quality assurance to make sure that their managers and delivery staff are standardised and supported. Pearson uses quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow the process below:

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems.

12 Units

Each unit in the specification is set out a similar way. This section explains how the units are structured. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme review this section.

Units have the following sections.

Unit number

The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for an individual qualification.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Guided Learning Hours (GLH)

This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.

Pearson has consulted with users of the qualification and has assigned a number of hours to this activity for each unit.

Unit Introduction

This is designed with learners in mind. It indicates why the unit is important, what will be learned and how the learning might be applied in the workplace.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.

Unit content

This section sets out the required teaching content of the unit and specifies the knowledge and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Where it is designed to support apprenticeships, the unit content is informed by the knowledge and understanding requirements of the relevant Apprenticeship Standard.

Relationship between unit content and assessment criteria

All the content in each unit is mandatory for the assessments and will be sampled across different versions of the assessment over time. Learners can be tested on any aspect of the content.

Learners should be asked to complete summative assessment only after the teaching content for the unit or learning outcomes has been covered.

Legislation

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally.

Essential information for tutors and assessors

This section gives information to support delivery and the implementation of assessment. It contains the following sub-sections.

Essential resources – lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the unit. Assessment – for externally assessed qualifications, this section gives details of the format, structure and any specific conditions of the external assessments.

Unit 1: Principles of Coding

Level:	**3**
Unit type:	**Mandatory for Pearson BTEC Level 3 Award in Principles of Coding**
Assessment type:	**External**
Guided Learning Hours:	**38**

Unit introduction

This unit is about understanding the principles of coding and the components that make the world wide web work.

The primary role of a digital marketer is to define, design, build and implement digital campaigns, and associated products, across a variety of online and social media platforms. A digital marketer helps to drive customer acquisition, customer engagement and customer retention. As products and advertising become increasingly reliant on digital platforms, understanding the logic and components that enable these to work, including how the world wide web and the code used to build websites, is a key aspect of this role.

Learners will gain an understanding of the processes involved in developing software solutions, recognising that there are compatibility issues when code is used across multiple devices and platforms.

Learners will understand the logic behind code, how websites work, and the underpinning technologies that enable websites to be created, published, hosted and accessed from anywhere in the world. Digital marketers harness these technologies when building digital campaigns, ensuring that a range of technologies and techniques is used effectively to promote products and/or services.

Learning outcomes		Assessment criteria	
1	Understand the principles of coding	1.1	Interpret logic used in algorithms to solve problems in digital marketing
		1.2	Interpret algorithms using pseudocode notation
		1.3	Identify the uses and benefits of Hypertext Mark-up Language (HTML) and Cascading Style Sheets (CSS)
		1.4	Describe the characteristics of languages used to develop web pages
		1.5	Identify common issues arising from the use of code across different platforms
2	Understand the components that make the web work	2.1	Describe how hardware and software components make the web work
		2.2	Identify the purpose of protocols used in web communications
		2.3	Explain the factors to be considered when choosing file types for use in digital marketing products
		2.4	Explain how online tools can be used to publish content
		2.5	Describe the features of online services that are used to support digital marketing
		2.6	Explain the factors to be considered when developing a website

Content

What needs to be learned
Learning outcome 1: Understand the principles of coding

Interpret logic used in algorithms to solve problems in digital marketing

Uses of algorithms

- Extract data.

- Search for data.

- Sort data.

- Express the parameters to a solution or problem.

Boolean logic

- AND

- OR

- NOT

Relational logic

- >   (greater than)

- <   (less than)

- =   (equal to)

- < > (not equal to)

- >=   (greater than or equal to)

- <=   (less than or equal to)

Mathematical operators

- +   (addition)

- -   (subtraction)

- /   (division)

- *   (multiplication)

Structures of algorithms

- Sequence.

- Selection.

- Iteration.

What needs to be learned

Interpret algorithms using pseudocode notation

Pseudocode notation to express algorithms

- INPUT
- OUTPUT
- WHILE
- FOR
- REPEAT – UNTIL
- IF – THEN – ELSE – END IF

Identify the uses and benefits of Hypertext Mark-up Language (HTML) and Cascading Style Sheets (CSS)

Uses of Hypertext Mark-up Language (HTML)

- Publish static web pages with content.
- 'Mark-up' plain text using tags.
- Describe the structure of a web page.
- Create hypertext links to retrieve information.
- Embed interactive forms.

Benefits of using Hypertext Mark-up Language (HTML)

- Global audience/reach.
- Interactive features.
- Accessibility.
- Quicker transactions (e-commerce, online banking).
- Multi-device compatibility.
- Web authoring tool agnostic.

Uses of Cascading Style Sheets (CSS)

- Provide information for the browser on how to render a web page.
- Set the colours, styles and fonts for web pages.
- Adapt the presentation of web pages for different devices.

What needs to be learned

Benefits of using Cascading Style Sheets (CSS)

- Can share style pages across web pages or websites.

- Changes to presentation or layout to web pages can be applied using a single style sheet.

- Can be used with any XML language.

- Separates the HTML code (structure) from the layout and style (presentation/appearance) of web pages.

- Easier to maintain websites.

- Allows adaptable web design.

Describe the characteristics of languages used to develop web pages

Characteristics of JavaScript (JS)

- Produces dynamic content for web pages.

- Uses client-side processing.

- Enables interactive web pages.

- Embedded into web pages.

- Compatible with most browsers.

Characteristics of Java

- Used to produce client-server web applications.

- Cross platform.

- Produced apps are 'self-contained'.

- Requires a plug-in/additional software to be installed on client.

Characteristics of PHP and ASP.Net

- Used for server-side processing.

- Communicate with databases/back end processes.

- Embedded into web pages or content management systems.

- Can be self-contained.

- Compatible with most browsers.

What needs to be learned

Identify common issues arising from the use of code across different platforms

Issues arising from the use of code across different platforms

- Poor user experience.

- Poor presentation of key information.

- Incompatibility with target device or platform.

- Users expected to install additional software/website extensions.

- Poor brand/company reputation.

- Data corruption.

- Breaches in security of data.

- Increased maintenance of code/systems.

What needs to be learned
Learning outcome 2: Understand the components that make the web work

Describe how hardware and software components make the web work

Hardware components that make the web work

- Clients used to access web content (computers, laptops, mobile phones, smart TVs, games consoles, internet of things (IoT devices)).

- Servers used to store and process information (file, email, web, proxy, application, DNS).

- Nodes used to transmit data across the network (routers, switches, phone lines, wireless connections).

- Protocols used to set the rules on how components communicate with each other across the network by defining the method and language in which to transmit data.

Process to enable web communications

- Clients send requests for data via Internet Service Providers (ISP).

- Internet Service Providers forward requests for data via multiple Domain Name Servers (DNS).

- Internet Protocol (IP) address of the destination servers are found.

- Servers respond by sending files in a series of packets.

- A packet contains headers and footers with information about the data and how to reconstruct itself with other packets once it reaches the clients.

- Data is received and interpreted by the clients.

Software components that make the web work

- Browsers.

- Representation formats of web pages (HTML, CSS, XML).

- Applications (web, desktop and mobile).

- Protocols (HTTP, FTP).

- Internet Protocol (IP) addressing.

- Domain Name System (DNS).

- Content Management Systems.

- Databases.

What needs to be learned

Identify the purpose of protocols used in web communications

Protocols used in web communications

- Transmission Control Protocol/Internet Protocol (TCP/IP)

- Hypertext Transfer Protocol (HTTP)

- Hypertext Transfer Protocol Secure (HTTPS)

- File Transfer Protocol (FTP)

- Voice Over Internet Protocol (VoIP)

- Transport Layer Security and Secure Socket Layer (TLS/SSL)

Explain the factors to be considered when choosing file types for use in digital marketing products

File types

- Image (JPG, TIFF, PNG, GIF, RAW).

- Audio (MP3, FLAC, WAV, AIFF).

- Video (MP4, AVI).

- Documents (DOC, TXT, PDF, XLS, CSS).

Factors to be considered when choosing file types

- Compression (lossless, lossy).

- Quality of image/audio/video (file type, compression, resolution, sample rate, bit depth, frame rate).

- File sizes.

- Load times.

- Accuracy of representation of original image/sound.

- Metadata (location, camera settings, time and date stamps).

- Target device/platform.

- Compatibility.

- Additional features (animation, subtitles, languages, accessibility).

Explain how online tools can be used to publish content

Online tools used to publish content

- Apply themes and styles to the presentation of websites.

- Use third party tools and widgets to give websites extra functionality (e-commerce, search content).

What needs to be learned
• Integrate social media into websites and enhance audience visibility.
• Use analysis tools to gauge the success of websites (cookies, transactional data, analytics).
• Use databases to store, manage and manipulate data.
• Engage with customers through market research (forms, questionnaires, surveys).
• Use Content Management Systems (web, document, digital assets, enterprise) to store, manage, edit and publish different types of web content.
Describe the features of online services that are used to support digital marketing
How different features of online services support digital marketing
Web hosting
• Email management.
• Website security.
• Domains redirection.
• Web storage.
• Publishing tools.
• Databases.
Domain management
• Domain registration (private, public).
Backup and recovery
• Backup of data (manual/scheduled).
• Data recovery.
• Back-up types (full, incremental, differential, synthetic).
Streaming media (audio and video)
• Broadcast live audio and video (radio, television, music).
• Audio and video security protection.
• Analytics.
Cloud storage
• Global access to data.
• File versioning.
• Automatic synchronisation of data.

What needs to be learned

- Security.

- File encryption.

- View and edit files on the cloud.

- Flexible storage capacity.

Collaboration tools

- Real-time updates.

- Real-time commenting and messaging.

- Set user permissions.

- Share files.

- View and edit files.

- Auditing.

- Integration with existing IT infrastructure.

Explain the factors to be considered when developing a website

Factors to be considered when developing a website

- Search Engine Optimisation (web crawling, indexing, metadata/keywords, page ranking).

- Conversion Rate Optimisation (version testing, data analysis, hypothesis, targets/goals, rules/requirements).

- User experience (ease of use, familiarity of interface, performance, accessibility, adaptive webpages).

- Branding (house style, social media integration, customer support).

- Page personalisation (cookies, transactional data, search and web history, targeted marketing).

- Accessibility (alt text, screen reader support, adjustable fonts, video narration and subtitles).

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this qualification.

Vendor qualifications

The apprenticeship standard has listed the following vendor qualifications as suitable replacements to show achievement of this module:

- MTA HTML 5

- CIW Site Development Associate.

Essential information for assessment

This unit is externally assessed through an onscreen test. Pearson will set and mark this test. The test lasts for 35 minutes and is worth 20 marks. The assessment is available on demand.

The test assesses all of the learning outcomes. The questions in the test are based on each assessment criterion and its associated unit content.

The test consists of 20 multiple-choice items. Items in the test will not necessarily be sequenced in the order of the criteria in the unit. Test items will not rely on nor directly follow on from another test item.

A Pass grade is determined by learners achieving a defined cut score for the test.

Unit 2: Marketing Principles

Level:	**3**
Unit type:	**Mandatory for Pearson BTEC Level 3 Certificate in Marketing Principles**
Assessment type:	**External**
Guided Learning Hours:	**90**

Unit introduction

This unit is about basic marketing principles and learners will understand the aims and objectives, and marketing activities carried out by different types of organisations. They will consider the 7Ps of the marketing mix and how they may change at different stages in the product lifecycle.

Learners will understand the role of customer relationship marketing and its benefits, limits and constraints, and will be able to describe the activities involved in creating a digital marketing campaign for an intended target audience.

Learners will understand the roles in digital marketing teams and the importance of these teams in working effectively to deliver digital marketing campaigns. They will consider the ways in which they would be able to positively influence a team.

Learners will understand the stages of the customer lifecycle and the key pinch points in the customer lifecycle journey. They will understand market segmentation and the reasons behind selecting a digital marketing channel for a target audience. They will understand the importance of customers and the differences between Business to Business (B2B) and Business to Consumer (B2C) relationships.

Learners will understand the role and components of digital and social marketing strategies and briefs. They will understand how aspects of digital marketing, such as real-time data, blogs and articles, can positively and negatively affect organisations.

Digital marketers will use this knowledge and understanding to work with others and assist in building digital campaigns. They will ensure that marketing techniques are used effectively to promote products and/or services, and maintain the online reputation of the organisation.

Learning outcomes		Assessment criteria	
1	Understand and apply basic marketing principles	1.1	Identify the aims and objectives for an organisation
		1.2	Identify the marketing objectives for an organisation
		1.3	Describe the activities associated with marketing
		1.4	Describe how the components of the marketing mix (7Ps) are used by an organisation
		1.5	Identify the stages of the product lifecycle and their activities
2	Understand the role of customer relationship marketing	2.1	Explain the benefits of customer relationship marketing to the organisation
		2.2	Identify the limits and constraints of customer relationship marketing for the organisation
		2.3	Describe the activities involved in creating a marketing campaign
3	Understand how teams work effectively to deliver digital marketing campaigns and can deliver accordingly	3.1	Explain the roles and responsibilities of a team that delivers digital marketing campaigns
		3.2	Identify how a team works effectively to deliver a digital marketing campaign
		3.3	Identify ways to influence a team
		3.4	Explain the importance of working cohesively

Learning outcomes		Assessment criteria	
4	Understand and apply the customer lifecycle	4.1	Identify the stages of the customer lifecycle
		4.2	Identify how a market can be segmented
		4.3	Explain the factors to be considered when choosing a digital marketing channel
		4.4	Identify the characteristics of a Business to Business (B2B) relationship
		4.5	Identify the characteristics of a Business to Consumer (B2C) relationship
		4.6	Identify a key pinch point in the customer lifecycle journey
		4.7	Explain the importance of new leads, existing customers and repeat customers to an organisation
5	Understand the main components of digital and social media strategies	5.1	Identify how a digital and social media strategy helps an organisation achieve its objectives
		5.2	Identify why it is important to review the marketing brief
		5.3	Explain how a digital and social media strategy is used by different departments in the organisation
		5.4	Identify the importance of click-through rate
		5.5	Identify types of real-time data that can be gathered by an organisation
		5.6	Explain how real-time data can be used to engage customers
		5.7	Explain the importance of online reputation to an organisation
		5.8	Explain how blogs and articles are essential to the success of a website

Content

What needs to be learned
Learning outcome 1: Understand and apply basic marketing principles

Identify the aims and objectives for an organisation

Types of organisation

- Private:
    o sole trader
    o partnership
    o cooperative
    o private limited company (ltd)
    o public limited company (plc).
- Public:
    o local and national government departments.
- Not-for-profit:
    o charities
    o social enterprises
    o Community Interest Companies (CICs)
    o voluntary organisations
    o community organisations.

Aims (long term)

- Private (survival, growth, making profits, profit maximisation, break-even, market leadership, market share, diversification).
- Public (service provision, social well-being, security, cost control, value for money, service quality, meeting government standards).
- Not-for-profit (alleviating poverty, helping the vulnerable, supporting communities both in this country and abroad, philanthropy).

Business objectives (short term)

- Increase/improve market share.
- Repeat sales.
- Customer satisfaction.
- Revenue growth.
- Brand recognition.
- Competitive advantage.

What needs to be learned

Identify the marketing objectives for an organisation

Marketing objectives

- Raise brand awareness.

- Better customer satisfaction ratings.

- Improve lead generation.

- Improve sales generation.

- Education of potential customers.

- Generation of website traffic.

Describe the activities associated with marketing

Marketing activities

- Understand the marketplace (researching the offerings in the market, and customer needs and wants).

- Design a marketing strategy:

  ο select customers (market segmentation and target market)

  ο decide on a value proposition (product differentiation and positioning)

  ο set marketing expenditure levels

  ο construct a marketing mix (7Ps).

- Engage customers and build customer relationships:

  ο use marketing technologies

  ο take advantage of global opportunities

  ο act in an environmentally and socially responsible way.

Describe how the components of the marketing mix (7Ps) are used by an organisation

7Ps of the marketing mix

- Product (goods and services):

  ο core product

  ο actual product

  ο augmented product

  ο product lines

  ο product portfolio.

What needs to be learned

- Place:
  - physical location (bricks)
  - digital sales (clicks)/e-commerce/smartphone and tablet apps
  - physical location and digital sales (bricks and clicks)
  - distribution channels/logistics (producer, wholesaler, retailer, agent, consumer/customer).
- Price:
  - factors affecting price (unique selling point (USP), product differentiation, amount of competition, costs and the need to make a profit, discounts, credit terms)
  - pricing strategies (penetration, skimming, competitor-based, cost-plus (markup), premium, value, psychological, dynamic).
- Promotion (digital and non-digital channels):
  - advertising (above the line, below the line)
  - personal selling
  - sales promotion
  - public relations (PR), online public relations (OPR)
  - sponsorship
  - direct marketing
  - location-based marketing
  - trade shows, exhibitions and event marketing
  - merchandising
  - word of mouth
  - billboards
  - social media outreach, hashtag campaigns, viral marketing
  - guerrilla marketing (pop-ups, interactive adverts, graphics)
  - product placement
  - endorsement
  - packaging.

What needs to be learned

- People:
  - appropriately trained
  - well motivated
  - suited to the role
  - have the right attitude
  - give consistent and reliable customer service
  - strive to exceed customer expectations.
- Physical:
  - physical evidence appropriate to the product (signage, displays, images, uniforms, branding)
  - physical presentation of the environment (ambience, mood, sound, sight, smell, taste, touch, digital activity).

Identify the stages of the product lifecycle and their activities

Stages and activities of the product lifecycle

- Development stage (find and develop an idea, high costs, no profits):
  - investment into product development
  - test marketing.
- Introduction stage (slow sales growth, high expenses, no profits):
  - launching product on to market
  - high promotional spending
  - developing product awareness
  - establishing a brand identity.
- Growth stage (rapid market acceptance, sales growth, increasing profits):
  - meeting the competition
  - improving product quality
  - adding new features/support
  - enters new market segments
  - adds new distribution channels.

What needs to be learned
- Maturity stage (slowdown in sales growth, profits level off/decline):   - modifying the product (adjusting or improving quality, features, style, packaging, technology)   - modifying the market (enter new segments, win over competitor's customers, gain new customers)   - modifying the marketing mix (reduce prices, use sales promotions to encourage brand switching, move into new marketing channels).   - Decline stage (sales fall and profits drop):   - reducing promotional expenditure to cut expenses   - increasing promotional expenditure to try to boost sales   - repositioning/finding another use for the product   - implementing price cuts   - reducing promotional budget   - discontinuing product.

What needs to be learned

Learning outcome 2: Understand the role of customer relationship marketing

Explain the benefits of customer relationship marketing to the organisation

Benefits to the organisation of customer relationship marketing (CRM)

- Retains long-term customers and improves repeat sales.

- Improves ability to cross-sell.

- Builds better client relationships.

- Builds brand loyalty and trust.

- Increases the likelihood of referrals/creates customer advocates.

- Improves reputation.

- Adds/attracts new customers.

- Tailors marketing activities to customers' needs and interests using digital channels.

- Profiles customer which supports targeted marketing and increases sales.

- Restricts customer loss/turnover/churn and negative customer perceptions that affect future sales.

- Restricts reputational damage.

- Adds value to the customer relationship by developing further revenue generating opportunities.

- Contributes to the achievement of business objectives.

- Customer needs are better understood.

Identify the limits and constraints of customer relationship marketing for the organisation

Limits and constraints of customer relationship marketing (CRM)

- Expensive.

- Time-consuming to set-up.

- Takes time to become effective.

- Not appropriate for all organisations.

- Must comply with data protection legislation.

- May be viewed by customer as spam/junk.

What needs to be learned

Describe the activities involved in creating a marketing campaign

Marketing campaigns

- Actions in a marketing strategy that move an organisation toward meeting the objectives of the organisation.

Activities involved in creating a marketing campaign

- Research and analysis of qualitative and quantitative data:
  - primary research (collecting data for the specific purpose at hand; interviews, surveys, questionnaires, polls, focus groups, online panels, digital communities, consumer tracking, observation)
  - secondary research (using data that already exists; data on customers, loyalty schemes, Electronic Point of Sale (EPOS), financial/accounting records, company accounts and reports, government statistics, information from data companies and specialist market research agencies, trade journals and media sources, website monitoring)
  - competitor analysis
  - SWOT analysis (strengths, weaknesses, opportunities and threats)
  - PEST analysis (political, economic, social and technological).
- Audience identification/segmentation.
- Channel strategy and call to action.
- Implementation.
- Measuring success.

What needs to be learned

Learning outcome 3: Understand how teams work effectively to deliver digital marketing campaigns and can deliver accordingly

Explain the roles and responsibilities of a team that delivers digital marketing campaigns

Roles and responsibilities of the digital marketing team:

- Digital Marketing Manager:
    - oversees the digital marketing strategy in line with the objectives of the organisation.

- Campaign Manager:
    - devises, runs and manages B2B (Business-to-Business) and B2C (Business-to-Consumer) marketing campaigns
    - delivers reports on campaign results.

- Data Analyst:
    - analyses and tracks sales and marketing performance and trends.

- Social Media Marketer:
    - develops customer engagement, brand awareness and content generation across social media channels.

- Content Marketer:
    - creates content such as blog posts, ebooks, infographics, online brochures and lookbooks, and ensures it stays up to date and relevant.

- Email Marketer:
    - creates email marketing campaigns to maximise revenue opportunities from CRM and customer database.

- Technical Specialist:
    - designs, creates and delivers marketing programmes
    - develops, manages and designs layouts of communications.

- Advertising Copywriter:
    - produces clear and persuasive words for publication
    - works alongside photographers and graphic designers.

What needs to be learned

- Copy Editor:
  - checks text before it is published/uploaded for spelling and grammatical errors, style, meaning and legal issues such as libel or breach of copyright.
- Graphic Designer:
  - creates visually compelling designs that are capable of functioning on multiple devices and platforms across the website, on emails and on social media platforms.

Identify how a team works effectively to deliver a digital marketing campaign

How a team works effectively to deliver digital marketing campaigns

- Balance of skills, abilities and expertise.

- Appropriate leadership.

- Clearly understood objectives.

- Shared common goals.

- Effective processes for making, communicating and reviewing decisions.

- Members support and trust each other.

- Collaboration, co-operation and commitment.

- Good communication with the rest of the organisation.

- Regular review of team performance.

Identify ways to influence a team

Professional behaviours that influence a team

- Seeking and listening to other viewpoints.

- Building mutual respect.

- Understanding differences.

- Valuing the work of team members.

- Fulfilling agreements made (keeping promises).

- Being flexible.

- Treating team members as individuals.

- Using facts and logics to support arguments.

- Developing strong relationships.

- Using clear verbal and non-verbal communication.

What needs to be learned
Explain the importance of working cohesively

Importance of working cohesively

- Increases commitment and employee engagement.
- Brings together expertise.
- Increases productivity.
- Increases ability to deliver large projects successfully.
- Builds workplace community.
- Increases employee morale.
- Lowers employee turnover.
- Provides accessible and efficient training for new employees.

Learning outcome 4: Understand and apply the customer lifecycle

Identify the stages of the customer lifecycle

Stages of the customer lifecycle

- Reach (getting the attention of potential customers, having marketing in places where the target audience will see the content to make them aware).

- Acquisition (making first contact).

- Conversion (turning interest into sales, converting potential customers to paying customers).

- Retention (maintaining relationships with customers in order to keep them).

- Loyalty (customer regularly buys from the organisation and recommends the product or service).

Identify how a market can be segmented

Market segmentation

- Dividing a market into distinct groups of buyers who have different needs, characteristics or behaviours and who might require separate marketing strategies or mixes:

  o demographic (age, generation, gender, ethnic background, marital status, family life cycle, family size, education, religion)

  o geographic (location, proximity to point of sale, country/continent, region/area, city, urban/rural)

  o psychographic (social class, personality traits, attitudes, interests, hobbies, lifestyle, values, opinions)

  o behavioural (consumer knowledge, user status, user rate, loyalty status).

Explain the factors to be considered when choosing a digital marketing channel

Digital marketing channels

- Paid search/Pay-Per-Click advertising (PPC).

- Search Engine Optimisation (SEO).

- Social Media Marketing (SMM).

- Online Public Relations (OPR).

- Email marketing.

- Display advertising.

- Content marketing.

- Websites.
- Short Message Service (SMS) and Multimedia Messaging Service (MMS).

Factors to be considered when choosing a digital marketing channel

- Ease of reaching target audience.
- Accessibility of information.
- Speed of communication.
- Communication with the customer.
- Cost to the organisation.
- Choice for customer.
- Competitors' activities.
- Brand image and development.

Identify the characteristics of a Business to Business (B2B) relationship

Characteristics of a Business to Business (B2B) relationship:

- selling one organisation's product to another organisation
- ongoing relationship
- long sales process
- multiple decision makers
- complex buying decisions
- buyers are often trained in purchasing/have strong product knowledge
- more reliance on personal selling
- more rigid product standards required
- larger spend.

Identify the characteristics of a Business to Consumer (B2C) relationship

Characteristics of a Business to Consumer (B2C) relationship:

- selling products directly to the consumer
- shorter relationship
- short sales cycle
- consumer is encouraged to buy the product immediately
- purchase made on emotional basis as well as on product and price
- more reliance on mass marketing
- less rigid product standards required

What needs to be learned

- less rigid product standards required

- smaller individual spend.

Identify a key pinch point in the customer lifecycle journey

Key pinch point in the customer life cycle journey

Pinch points: moments in the customer experience that causes emotional discomfort/frustration/irritation:

- poor point of sale

- cluttered/confusing web landing pages

- inability to navigate a platform with ease

- broken web links

- complicated/high charges

- hidden costs

- payment options

- returns policies

- keeping customers waiting

- lack of trust in organisation

- poor/missing reviews.

Explain the importance of new leads, existing customers and repeat customers to an organisation

Importance of new leads, existing customers and repeat customers

- Customer acquisition.

- Customer retention.

- Generation of sales revenue.

- Increase in share of customers.

- Customer lifetime value (CLTV).

- Customer equity.

What needs to be learned

Learning outcome 5: Understand the main components of digital and social media strategies

Identify how a digital and social media strategy helps an organisation achieve its objectives

How digital and social media marketing strategies helps an organisation to achieve its objectives

- Uses inbound (pull) marketing and outbound (push) marketing to attract/retain customers.

- Engages with the audience.

- Is tailored to the objectives of the organisation.

- Integrates with overall business plan.

- Defines desired results.

- Makes effective use of digital channels and platforms.

Identify why it is important to review the marketing brief

Importance of reviewing a marketing brief

- Ensuring the budget is maintained or under control.

- Delivered to timeline.

- Measuring expectations against actual levels of audience engagement.

- Checking goals and communication objectives are met.

- Measuring return on investment (ROI).

Explain how a digital and social media strategy is used by different departments in the organisation

How digital and social media strategies are used by different departments within an organisation

- Marketing (plan and direct marketing activities, guide creative team).

- Finance (plan budgets).

- Sales (set sales strategies, estimate number of sales persons needed).

- Procurement (plan buying).

- Operations (plan production schedule and equipment requirements).

- Distribution/logistics (plan selling, shipping and servicing).

- Human resources (HR) (plan staffing requirements).

- Information technology (IT) (plan technical support).

- Customer service (plan support).

What needs to be learned

Identify the importance of click-through rate

Click-through rate (CTR)

- Metric in PPC (Pay-Per-Click) adverts that measures the number of clicks advertisers receive on their adverts per number of impressions (people who view adverts).

- CTR = (total clicks on advert)/(total impressions).

Importance of CTR

- Can show which adverts are successful.

- High CTR indicates that advert is relevant to target audience.

- Low CTR indicates advert is not a good match to target audience.

- Affects the quality score used to determine cost per click.

- Helps measure success relative to competitors and between campaigns.

Identify types of real-time data that can be gathered by an organisation

Types of real-time data collected as they occur in the real world

- Customer location.

- Online searches.

- Keywords searched.

- Time spent on websites.

- Products clicked on to see additional information.

- Items placed in the shopping cart, and whether or not the purchase was made.

- Keywords used in emails or instant messages.

- Data from social media networks:

    o topics discussed/trending

    o shares, likes, dislikes, emotions, views

    o votes and polls.

- Messages (complaints, compliments, feedback).

Explain how real-time data can be used to engage customers

How an organisation can use real-time data to engage customers

- Align marketing content with real-world events and trending topics

- Create instant marketing messages:

    o specific product advertisements

What needs to be learned

- o keyword banner adverts

- o push notifications

- o emails (invitation to shop/view the website and receive a deal or promotion, reminder that there are goods in the shopping cart).

- Improve customer services (prompt response to positive and negative comments).

- Select appropriate marketing channels.

- Improve website layout.

Explain the importance of online reputation to an organisation

Importance of online reputation to an organisation

- Acquisition and retention of customers.

- Brand recognition and trust.

- Competitive advantage.

- Good market position.

- Customer loyalty.

- Supplier loyalty.

- Motivated staff.

Explain how blogs and articles are essential to the success of a website

How blogs and articles make websites successful

- Keeps website active.

- Increases online visibility.

- Drives website traffic.

- Increases Search Engine Optimisation (SEO).

- Provides information.

- Keeps customers up to date.

- Retains audience.

- Encourages feedback and interaction.

- Promotes reader engagement.

- Develops better customer relationships.

- Positions the brand.

- Increases exposure.

Further information for tutors and assessors

Essential resources

There are no special resources needed for this qualification.

Vendor qualifications

The apprenticeship standard has listed the following vendor qualifications as suitable replacements to show achievement of this module:

- Google Squared

- CIM Level 4 Award in Digital Marketing

- Dot Native

- CIW Internet Business Associate.

Essential information for assessment

This unit is externally assessed through an onscreen test. Pearson will set and mark this test. The test lasts for 45 minutes and is worth30 marks. The assessment is available on demand.

The test assesses all of the learning outcomes. The questions in the test are based on each assessment criterion and its associated unit content.

The test consists of the following types of items: 30 multiple-choice items. Items in the test will not necessarily be sequenced in the order of the criteria in the unit. Test items will not rely on or directly follow on from another test item. Test items may use colour images/diagrams/graphs for the context of the question or for the answer options.

A Pass grade is determined by learners achieving a defined cut score for the test.

Unit 3: Digital Marketing Business Principles

Level:	**3**
Unit type:	**Mandatory for Pearson BTEC Level 3 Certificate in Digital Marketing Business Principles**
Assessment type:	**External**
Guided Learning Hours:	**90**

Unit introduction

This qualification is about the principles of digital marketing and the role of the digital marketer in business. The qualification addresses the knowledge, skills and behaviours required by a digital marketer to be successful in the analysis, strategy and implementation of digital marketing campaigns. Learners will gain an understanding of how general marketing principles can be adapted and refined for digital marketing.

Learners will understand what a digital marketing apprentice has to do in order to achieve their digital marketing objectives in an effective and responsible way. The qualification will show learners how to achieve these objectives, with whom they will need to communicate and work with in the digital marketing team across the wider organisation.

The primary role of a digital marketer is to define, design, build and implement digital campaigns across a variety of online, digital and social media platforms to drive customer acquisition, customer engagement and customer retention. Learners will carry out this role by understanding the principles of digital marketing tools, across different digital and social media platforms, and how they work together. Learners will understand the business environment within which they operate and issues relating to digital marketing and customer needs. This will include the protection of data across multiple digital channels and an understanding of digital etiquette. Learners will also understand how to integrate digital marketing into the working environment and to coordinate with others in the organisation.

The qualification aims to prepare learners for a career in digital marketing, including those learners who are seeking a supervisory role in digital marketing. The qualification will enable learners to develop knowledge and understanding of the main features, challenges and risks of the digital marketing environment.

Learning outcomes		Assessment criteria	
1	Understand the principles of digital marketing tools and how they work together	1.1	Describe how to organise a series of social media posts
		1.2	Describe the activities associated with creating new content for a website
		1.3	Explain why new content is published on websites
		1.4	Describe how to create effective sponsored ads
		1.5	Identify the benefits of using paid search marketing
		1.6	Identify the tools used in digital marketing
		1.7	Identify the purpose of different tools in digital marketing working together
		1.8	Describe the characteristics of different types of Customer Relationship Management systems
2	Understand digital and social media platforms	2.1	Explain the benefits and drawbacks of using digital and social media platforms
		2.2	Explain the technological resourcing factors to be considered when choosing a digital marketing channel
3	Understand the business environment and issues relating to digital marketing and customer needs	3.1	Identify the techniques used to discover what a target market is searching for
		3.2	Explain how to adapt content in response to customer search habits
		3.3	Describe the principles of Search Engine Optimisation
		3.4	Explain how Search Engine Optimisation works
		3.5	Explain the 'rules' of social media
4	Understand digital etiquette	4.1	Explain how to communicate effectively when using digital channels
		4.2	Explain the considerations when using social media platforms
		4.3	Explain the impact of inconsistent communications and conventions on a brand
		4.4	Identify the uses of hash tags in social media
		4.5	Describe the characteristics of social selling

Learning outcomes		Assessment criteria	
5	Understand how digital platforms integrate into the working environment	5.1	Identify the primary uses of different types of digital and social media channels
		5.2	Explain why competitors and customers use digital platforms
6	Understand how to protect data across digital and social media platforms	6.1	Identify the reasons why information security is important to a digital service organisation
		6.2	Identify the key features of an information security policy
		6.3	Explain how an information security policy impacts on ways of working
		6.4	Identify the sources of threats and risks to digital information
		6.5	Identify the principles of data protection, copyright and intellectual property
		6.6	Identify the consequences of data misuse to an organisation and to the user
		6.7	Identify the precautions required when working with emails and other electronic documents
		6.8	Identify the precautions required when printing, transporting and destroying information of different types

Content

What needs to be learned
Learning outcome 1: Understand the principles of digital marketing tools and how they work together

Describe how to organise a series of social media posts

Organising a series of social media posts

- Identify and segment the target market (demographic, geographic, psychographic, behavioural).

- Select the appropriate intended social media platforms for the target market.

- Select paid or organic (non-paid) process.

- Prepare the content appropriate to the social media platforms (format, size, layout, colour, text).

- Select methods to maximise exposure (key word analysis, influencer marketing, optimisation).

- Consider links with marketing strategy and other marketing activities.

- Set the timings for the social media post (start date/time, duration, length, time zones, gaps between each post.

- Configure the manual and automated processes (manual process or scheduling tool, dynamic or pre-determined).

- Track posted content (analytics, number of likes, shares, reads).

- Decide on follow-up actions.

Describe the activities associated with creating new content for a website

Creating new content for a website

- Identify purpose and requirements of the new content.

- Identify current data and analytics.

- Analyse competitor activity.

- Determine range of access devices used (mobile, desktop, tablet, laptop).

- Identify Search Engine Optimisation (SEO) procedures to improve search ranking.

- Decide on content format and appearance (text, image, video, sound, links).

- Decide on static or dynamic content.

- Adapt given content appropriate to the requirements and technologies identified.

What needs to be learned

Explain why new content is published on websites

Why new content is published on websites

- Keeping information up to date and accurate.

- Responding to Search Engine Optimisation changes.

- Catering for changing customer trends.

- Conveying new information.

- Responding to any changes to legal requirements.

- Attracting new customers.

- To make content instantly accessible.

- Ensuring that the content is accessible to all users.

Describe how to create effective sponsored ads

Sponsored ads

- Segmentation of the target market

- Identify content to be associated with sponsored ads

- Identify the description used (key words)

- Selecting the channels (search engine, websites, emails and/or social media)

- Setting or configuring the daily budget to advertise (flat rates)

Identify the benefits of using paid search marketing

Benefits of using paid search marketing

- Tailors marketing to customers' needs and interests.

- Increases brand awareness.

- Increases visibility.

- Greater market reach.

- Influences the target audience to make a purchase.

- Schedule advertisements at a time appropriate to the target market.

- Can be cost effective.

- Attracts new customers.

- Can be used across multiple digital channels.

What needs to be learned

Identify the tools used in digital marketing

Digital marketing channels and tools

- Search Engine Marketing (SEM) ensuring website is part of search engine results to maximise marketing:

  o Pay-Per-Click – form of paid advertising to appear in the sponsored listings of a search engine to give organisation more exposure

  o web analytics and metrics – the measures of success of search engine marketing

  o Search Engine Optimisation (SEO) when creating and editing website – process of editing website to make it more visible to search engines

  o banner adverts – form of advertising entails embedding an advertisement into a web page.

- Email marketing to target specific segment of population, communicate with customers directly and instantaneously:

  o opt-in email

  o automation of emails (sequencing)

  o create groups and links associated with defined segments

  o event or behavioural triggered emails.

- Social media:

  o influencer marketing

  o endorsements

  o online PR

  o viral marketing.

- Mobile/smartphone applications:

  o targeted marketing and advertising

  o using online facilities from mobile device

  o location-based marketing.

Identify the purpose of different tools in digital marketing work together

Result of Marketing tools working together

- Share content.

- Perform analytics.

- Multi-channel approach for integrated marketing activities.

- More ways of targeting customers.

What needs to be learned

Describe the characteristics of different types of Customer Relationship Management systems
 	
Characteristics of customer relationship management systems
 	
• Analytical (data collection and analysis):
   o carrying out customer profiling
   o personalising and tailoring marketing based upon customer profile
   o customise the offering.
 	
• Operational:
   o automating marketing processes (emails, social media posts)
   o automating sales processes (sales promotions, tracking customers purchase history
   o service automation (customer communication using multiple channels, customer support).
 	
• Collaborative:
   o sharing customer information with other departments across the organisation.

What needs to be learned
Learning outcome 2: Understand digital and social media platforms

Explain the benefits and drawbacks of using digital and social media platforms

Benefits of using digital and social media platforms

- Cost effective compared to traditional non-digital marketing platforms.
- Greater market reach (geographically independent).
- Perform mass marketing.
- Targeted marketing (to match the audience).
- Automate marketing activities.
- Ability to change marketing communications in real time.
- Increases brand awareness.
- Better customer engagement.
- Increase the range of analytical tools available.
- Ease of collecting customer data.
- Analysing the competition.

Drawbacks of using digital and social media platforms:

- Associated financial costs:
  - imposed fixed costs to the organisation (license fee, subscriptions, set-up costs)
  - increased variable costs (cost that increases per customer).
- Risks to users and organisations:
  - fraudulent transactions
  - damaging organisation business and brand reputation
  - identity fraud
  - copyright
  - infringement of data protection
  - competitors stealing ideas (intellectual property)
  - technology and platform obsolescence and backwards compatibility
  - too many or similar competitors, products and services
  - matching platform to the perceived audience

What needs to be learned
Explain the technological resourcing factors to be considered when choosing a digital marketing channel

Technological resourcing factors to be considered when choosing a digital marketing channel

- Expertise available to develop and support the channel.
- Associated financial costs to the organisation and customer (outsourcing costs, ISP provision, mobile contract).
- Technological compatibility (making sure customers across the world can access these channels).
- Technological capability to manage the process (storage capacity, bandwidth, licences).
- Computing power and time to process large amounts of data.

What needs to be learned
Learning outcome 3: Understand the business environment and issues relating to digital marketing and customer needs

Identify the techniques used to discover what a target market is searching for

Techniques used to find out the needs of the target market

- Primary digital data techniques (data collected by the digital marketer themselves):
  - web analytics
  - keyword research
  - social media
  - digital surveys
  - interviews
  - focus groups
  - blog comments
- Secondary digital data sources (data already collected by a third party and then obtained by the digital marketer):
  - data companies
  - newspapers
  - reports/e-journals
  - official statistics
  - professional bodies
  - industry, sector and market reports
  - government data/reports
  - online reviews.

Explain how to adapt content in response to customer search habits

How to adapt content in response to customer search habits

- Select the appropriate channel(s) depending on customer habits.
- Format of the content (text, graphics, videos, audio).
- Appropriateness of the content for the platform (file size, file type, word count, media type).
- Optimising the content for the appropriate device used.
- Associate content with Links/expressions (promoted links, descriptors).
- Selecting the appropriate keywords.

What needs to be learned

Describe the principles of Search Engine Optimisation

Principles of Search Engine Optimisation (SEO)

- Link content and embed promoted links.

- Increase visibility of content in organic search results.

- Page ranking (most viewed landing pages, exit page).

- Site ranking (popularity of content).

- Index keywords to identify websites.

- Integrate with other digital channels to support other marketing activities.

- Generation of analytics for the site.

- Allows sharing of content (allowing others to share the content on your behalf).

Explain how Search Engine Optimisation works

How Search Engine Optimisation works

- Selection of keywords.

- Backward/forward links.

- Increase the number of external links.

- Use rich content (text, video, graphics, audio).

- Meta tags (description of content).

- Research algorithm changes.

Explain the 'rules' of social media

The 'rules' of social media

- The evolution of brand-to-customer communication to a model where companies both speak and listen.

- Content (sharing and using valued content, involving customers, customisation and personalisation to customer's needs).

- Conversations (listening, monitoring and responding to customer's needs).

- Community (listening to the wider community, groups with similar interests, characteristics and professional roles).

Connections (using the appropriate channels/platforms/tools to deliver the content).

What needs to be learned
Learning outcome 4: Understand digital etiquette

Explain how to communicate effectively when using digital channels

How to communicate effectively when using digital channels

- Accuracy of content.

- Addressing people appropriately (etiquette).

- Communications to be consistent with the core values and message.

- Understanding the target market.

- Cultural expectations of communicating.

- Use appropriate language.

- Spelling, punctuation and grammar.

- Avoid causing offence.

- Avoiding inappropriate content/comments.

- Internal or external communications.

Explain the characteristics to be considered when using social media platforms

How to communicate effectively when using digital channels

- Who are you sending this message to (audience, local message or global message).

- Differences between public and private posts.

- Using manual or automated communication.

- Using the platform in an appropriate way.

- Norms and manners of different platforms.

Explain the impact of inconsistent communications and conventions on a brand

Impact of inconsistent communications and conventions on a brand

- Financial consequences (share value, investment, shareholders, contracts).

- Loss of loyalty.

- Loss of trust.

- Damage to reputation.

- Damage to employee morale.

- Legal consequences (copyright, defamation, data misuse, intellectual property).

What needs to be learned

Identify the uses of hash tags in social media

Uses of hash tags in social media

- Categorising content.

- Filtering content.

- Increasing visibility of content.

- Branding content.

- Measuring visibility of content

- Linking content.

- Starting and following conversations.

Describe the characteristics of social selling

Characteristics of social selling

- Building relationships with new customers as well as existing customers.

- Two-way communication (having conversations with customers).

- More trusted form of communication with the customer.

- Positive public relations (PR).

- Non-intrusive form of selling.

- Difficult to control the message.

- Difficult to measure the effectiveness.

What needs to be learned

Learning outcome 5: Understand how digital platforms integrate into the working environment

Identify the primary uses of different types of digital platforms

Primary uses of different types of digital platforms

- Text based (blogs, reviews, news/updates, forums, comments).

- Image based (product display, sharing related content, cataloguing).

- Video based (live streaming, events, tutorials, vlogs).

- Audio based (music, books, podcast, communications).

Explain why competitors and customers use digital platforms

Why competitors use digital platforms

- Knowing what activities/products or services an organisation is doing/selling.

- Knowing which platforms an organisation uses.

- Comparing pricing strategy.

- Knowing which platforms are successful (copy what competitor is doing, choose different platform because they are so successful).

- Access to data on an organisations marketing activities.

- Look at user reviews and customer feedback (for own products and competitors).

- Create Negative public relations (PR).

Why customers use digital platforms

- Keep up to date with the latest products/services.

- To contact customer services.

- Share content and information

- Give reviews about products/services.

- Purchase products and services.

- Use digital products and services.

What needs to be learned

Learning outcome 6: Understand how to protect data across digital and social media platforms

Identify the reasons why information security is important to a digital service organisation

Reasons why information security is important to a digital service organisation

- Legal requirements (data protection, European Directive).

- Organisational brand and reputation.

- Customer loyalty can be affected.

- To protect stakeholder interests (shareholder, supplier, government and the public).

- To protect customer's personal and financial data.

- To protect the organisation's data.

- To protect against hacking.

- To protect against fraudulent activity.

- To protect other IT systems.

Identify the key features of an information security policy

key features of an information security policy

- Backup of data procedure.

- User access protocols (identity management, passwords, encryption, access rights).

- Technology protocols (software upgrades, migration, firewalls, network access by external devices).

- Confidentiality agreement.

- Communication procedures.

- IT maintenance procedures (internal or third party).

- Physical access to technology protocols (servers, clients, software and supplies).

Explain how an information security policy impacts on ways of working

Information security policy impacts on ways of working

- It may require additional training for staff.

- Limitation on hardware and software and how they are used.

- Limitation on remote working and access to data outside of the organisation.

What needs to be learned

- Conduct regular risk assessments.

- Investigating security incidents.

- Reporting issues in a timely manner.

Identify the sources of threats and risks to digital information

Sources of threats and risks to digital information

- Technical (internal or external to an organisation):

  o unauthorised access to hardware and software

  o misuse of software

  o hacking

  o malware

  o security flaws

  o poor data management

  o competitor access to data

  o using third party IT support.

- Non-technical (internal to an organisation):

  o staff not following procedures/non-compliance

  o phishing emails

  o poor password management

  o inappropriate disclosure of information directly or indirectly to others

  o inappropriate communications on digital marketing channels

  o lack of staff training

  o poor document management

  o poor physical security.

Identify the principles of data protection, copyright and intellectual property

Principles of the Data Protection Act 2018

- Fairly and lawfully processed.

- Processed for limited purposes.

- Adequate, relevant and not excessive.

- Accurate.

- Not kept longer than necessary.

What needs to be learned

- Processed in accordance to the data subject's rights.

- Secure.

- Not transferred to other countries without adequate protection.

Principles of copyright

- Ownership of material, how it is distributed, displayed, copied and edited.

- Covers tangible material.

- Need to seek permission of original owner to use material.

Principles of intellectual property

- Protection of content, design, innovations and systems (patents, Digital Rights Management (DRM), trademarks and brands)

- Covers intangible material.

Identify the consequences of data misuse to an organisation and to the user

Consequences of data misuse

- Legal implications for organisation and users.

- Impact on business reputation and brand.

- Impact on customer trust and loyalty.

- Impact on stakeholder trust and loyalty.

- Potential financial consequences.

- Vulnerability of other IT systems.

- Fraudulent activities.

Identify the precautions required when dealing with emails and other digital documents

Email and attachments

- Set up filters for emails.

- Not opening unknown attachments.

- Not clicking on unknown external links.

- Not replying to or forwarding spam emails.

- Log off/sign out of account when not using email.

- Do not send sensitive data/information by email.

- Set up firewalls

- Set up anti-virus software.

What needs to be learned

- Check email address of sender.

- Check distribution list of email recipients.

- Staff training to follow policies and protocols.

Other digital documents

- Control access to documents (passwords, firewalls, encryption, file sharing).

- Check where documents come from.

- Check format/type is correct.

- Check content for confidentiality/sensitive data.

- Ensure security of physical media used (USB drives, SD cards, disks, hard drives).

- Staff training to follow policies and protocols.

- Set up anti-virus software.

- Log off/sign out of account when not using documents.

Identify the precautions required when printing, transporting and destroying information of different types

Printing

- Secure access to printers.

- Setting permissions to print.

- Protocols when sharing printers.

- Protocols when collecting printing.

Transporting

- Secure transport medium:

    o   physical security

    o   digital security.

- Authorised transporter.

- Route planning.

Precautions to take when destroying information

- Check information to be destroyed.

- Check information is authorised to be destroyed.

- Make sure information is completely destroyed.

Further information for tutors and assessors

Essential resources

There are no special resources needed for this qualification.

Vendor qualifications

The apprenticeship standard has listed the following vendor qualifications as suitable replacements to show achievement of this module:

- Google Analytics IQ
- CIM Level 4 Award in Digital Marketing
- CIW Data Analytics
- CIW Social Media.

Essential information for assessment

This unit is externally assessed through an onscreen test. Pearson will set and mark this test. The test lasts for 45 minutes and is worth 30 marks. The assessment is available on demand.

The test assesses all of the learning outcomes. The questions in the test are based on each assessment criterion and its associated unit content.

The test consists of the following types of items: 30 multiple-choice items. Items in the test will not necessarily be sequenced in the order of the criteria in the unit. Test items will not rely on or directly follow on from another test item. Test items may use colour images/diagrams/graphs for the context of the question or for the answer options.

A Pass grade is determined by learners achieving a defined cut score for the test.

13 Further information and useful publications

To get in touch with us, visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work-based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- Guide to recruiting with integrity and enrolling learners onto qualifications (Pearson)

- *Access Arrangements and Reasonable Adjustments* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units* (Pearson)

- *Suspected Malpractice in Examinations and Assessments, Policies and Procedures* (JCQ)

- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)

- *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* (Pearson)

- *Equality and diversity policy* (Pearson)

- *Recognition of Prior Learning, policy and process* (Pearson)

- *UK Information Manual* (Pearson)

- *BTEC Quality Assurance Handbook*

- *Centre Guide to Managing Quality* (Pearson)

- *Use of languages in qualifications policy* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing learner-centred learning and teaching approaches

- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert

- Ask the Expert: submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at: qualifications.pearson.com/en/support/contact-us.html

Annexe A

Mapping of the Level 3 Digital Marketer Apprenticeship Standard to the qualification content

The grid below maps the knowledge, skills and behaviours (KSBs) of the Level 3 Infrastructure Technician Apprenticeship to the content covered in the Pearson BTEC Knowledge Modules for the Level 3 Infrastructure Technician Apprenticeship Standard.

KEY

X   indicates coverage of the knowledge, skills or behaviours in the qualification.

A blank space indicates no coverage of the knowledge, skills or behaviours in the qualification.

BTEC Specialist qualifications		Principles of Coding	Marketing Principles	Digital Marketing Business Principles
	Written communication: applies a good level of written communication skills for a range of audiences and digital platforms and with regard to the sensitivity of communication	X	X	X
	Research: analyses and contributes information on the digital environment to inform short and long term digital communications strategies and campaigns		X	X
	Technologies: recommends and applies effective, secure and appropriate solutions using a wide variety of digital technologies and tools over a range of platforms and user interfaces to achieve marketing objectives	X		X
	Data: reviews, monitors and analyses online activity and provides recommendations and insights to others	X		X

BTEC Specialist qualifications	Principles of Coding	Marketing Principles	Digital Marketing Business Principles
Customer service: responds efficiently to enquiries using online and social media platforms.	X		X
Problem solving: applies structured techniques to problem solving, and analyses problems and resolves issues across a variety of digital platforms	X		X
Analysis: understands and creates basic analytical dashboards using appropriate digital tools	X		X
Implementation: builds and implements digital campaigns across a variety of digital media platforms	X		X
Applies at least two of the following specialist areas: search marketing, search engine optimisation and Pay-Per-Click, e mail marketing, web analytics and metrics, mobile apps	X		X
Uses digital tools effectively	X		
Digital analytics: measures and evaluates the success of digital marketing activities	X		X

BTEC Specialist qualifications	Principles of Coding	Marketing Principles	Digital Marketing Business Principles
Interprets and follows: • latest developments in digital media technologies and trends • marketing briefs and plans • company defined 'customer standards' or industry good practice for marketing • company, team or client approaches to continuous integration			X
Can operate effectively in their own business's, their customers' and the industry's environments	X	X	X
Understands the principles of coding	X		
Understands and can apply basic marketing principles		X	
Understands the role of customer relationship marketing		X	
Understands how teams work effectively to deliver digital marketing campaigns and can deliver accordingly		X	
Understands and can apply the customer lifecycle		X	

BTEC Specialist qualifications	Principles of Coding	Marketing Principles	Digital Marketing Business Principles
Understands the main components of Digital and Social Media strategies		X	
Understands the principles of all of the following specialist areas: search marketing, search engine optimisation and Pay-Per-Click, e mail marketing, web analytics and metrics, mobile apps and understands how these can work together			X
Understands the similarities and differences, including positives and negatives, of all the major digital and social media platforms			X
Understands and responds to the business environment and business issues related to digital marketing and customer needs			X
Understands and follows digital etiquette			X
Understands how digital platforms integrate into the working environment			X
Understands and follows the required security levels necessary to protect data across digital and social media platforms			X