



# **Pearson LCCI Level 3 Certificate in Advertising (VRQ) (ASE20089)**

## **Specification**

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Issue 2

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

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# Introduction

## LCCI qualifications

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LCCI qualifications are widely regarded by employers to prepare learners for key functions of modern international business. The qualifications are recognised worldwide by employers, universities and professional bodies.

This qualification is not regulated by any regulatory authority in the UK. It exists on Pearson's self-regulated framework (SRF).

Pearson LCCI offers a wide range of qualifications, which are available at Levels 1 to 4 across the following subject areas:

- English Language
- Marketing and Customer Service
- Business, Administration and IT
- Financial and Quantitative.

This specification is part of the Marketing and Customer Service suite of LCCI qualifications.

Please refer to the Pearson qualification website for details of other qualifications in the suite.

## **Purpose of the specification**

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This specification sets out:

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

## Qualification aims

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The aims of this qualification are to enable students to develop:

- an understanding of the role of advertising in the marketing of products and services in different types of organisations
- an understanding of the management of the advertising function in business organisations
- the different types of advertising agencies and how they work with business organisations and the media to deliver relevant messages to the target audience
- the ability to produce creative materials for print, television and radio advertising aimed at a specified target audience
- an understanding of the principles, methods and processes involved in producing and delivering effective advertising that comply with regulations and codes of practice
- the ability to apply knowledge of understanding to a range of situations.

This qualification is intended for students who are preparing to work or are already working in a junior or executive level advertising role, either in a commercial or industrial company or in a non-profit organisation. It is also aimed at those working or seeking to work in advertising agencies or associated organisations such as public relations consultancies, sales promotion companies and direct response marketing agencies.

This qualification can be taken as a stand-alone qualification or as part of a range of Diplomas – information for Diploma titles is available on the qualification page of the Pearson website ([qualifications.pearson.com/lcci](http://qualifications.pearson.com/lcci))

It is recommended that candidates achieve the Level 2 Marketing qualification to extend their knowledge and understanding to the wider concept of marketing.



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## Specification at a glance

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The Pearson LCCI Level 3 Certificate in Advertising (VRQ) consists of one externally examined paper.

<b>Pearson LCCI Level 3 Certificate in Advertising (VRQ)</b>	
<ul style="list-style-type: none"><li>Externally assessed.</li></ul>	<b>100% of the total qualification</b>
<b>Overview of content</b>	
1 The role of advertising in marketing	
2 Advertising management in business organisations	
3 Advertising agencies	
4 Creating and producing print advertisements	
5 Creating and producing television and radio commercials	
6 Media research and selection	
7 Advertising controls	
8 Advertising testing and evaluation	
<b>Overview of assessment</b>	
<ul style="list-style-type: none"><li>One written, externally-set and marked paper, contributing 100% of the overall grade of the qualification.</li><li>The examination will be 3 hours.</li><li>The examination will consist of 100 marks.</li><li>There will be five questions on the examination paper. Candidates are required to answer all five questions.</li><li>All questions are worth 20 marks each.</li><li>Question 1 will always be presented as a scenario that provides information about an advertising campaign. The question will require candidates to use the given information to produce creative materials for either print, radio or television advertising.</li><li>Questions 2, 3, 4 and 5 will be presented as scenario-based and short answer questions consisting of a number of parts. The mark allocation for each part will be shown on the examination paper.</li><li>Students will be graded Pass/Merit/Distinction. A result of Fail will be recorded where students do not achieve the required marks for a Pass.</li></ul>	
<b>Coverage of Syllabus Topics in Examinations</b>	
<ul style="list-style-type: none"><li>Assessment criteria from all syllabus topics will be assessed in every examination paper.</li><li>The first question in each examination paper will be from either Syllabus Topic 4 or 5.</li></ul>	

## Pearson LCCI Level 3 Certificate in Advertising (VRQ)

### Answer Formats

In Question 1 (a), candidates will be required to produce either the copy and layout for a print advertisement, a script for radio advertisement or a storyboard for a television advertisement.

In Question 1 (b), candidates will be required to provide their answers in short paragraphs.

In the other four questions, candidates should provide answers in the format appropriate to each question. This is likely to be:

- a report
- an email
- a memorandum
- short paragraphs

The delivery guidance provides the preferred formats for reports, emails and memoranda.

### Mark Allocation

A positive marking approach is used. Marks are not deducted for spelling, vocabulary, grammar or punctuation.

### Candidate Performance Measurement

Pass 50%, Merit 60%, Distinction 75%

### Recommended Reading List and Support Materials

C Francis — *How to Pass Advertising Third Level* (LCCIEB) ISBN-10: 1862470707

F Jefkins and D Yadin — *Advertising (Frame Series) 4th Ed* (Pearson Education) ISBN-13: 9780273634335

Consolidated ICC Code of Advertising and Marketing Communication Practice (or national equivalents e.g. British Codes of Advertising and Sales Promotion Practice)

### Support Material

Support materials for the LCCI Level 3 Certificate in Advertising include:

- Annual Qualification Reports
- Past question papers and mark schemes
- Sample paper and answer

Support materials are available on the the qualification page of the Pearson website ([qualifications.pearson.com/lcci](http://qualifications.pearson.com/lcci))

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# Knowledge, skills and understanding

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## Content

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The following content must be covered to prepare students for the final assessment of this qualification.

### 1 The role of advertising in marketing

Subject content	Students should:
<b>1.1 Understand the nature of advertising, its role and value in promoting products and services nationally and globally</b>	<p>a) Discuss the relationship of advertising to marketing.</p> <p>Learners should be able to give a definition of advertising and explain that it is an aspect of 'promotion'; one of the 4 Ps of the marketing mix. They should be able to explain each of the 4 Ps in the marketing mix (product, place, promotion and price) and particularly how advertising is used to promote products and services to consumers and customers, as well as distributors (wholesalers and retailers).</p>
	<p>b) Distinguish between the different types of advertising.</p> <p>Learners should be able to explain the differences between the types of advertising in terms of their purpose, the nature of the message communicated and media often used. Types include: trade advertising, consumer advertising, direct response advertising and specialist advertising such as technical and industrial, financial and recruitment. They should also be able to explain the differences between the different kinds of consumer advertising, including generic, product, brand, range, corporate, retail and cooperative.</p>
	<p>c) Identify the objectives of advertising in particular situations.</p> <p>Learners should understand the range of objectives for advertising campaigns and should be able to determine and justify those objectives that are applicable in a given situation. Examples of objectives include: to launch a product or service, create awareness, generate interest, reassure previous purchasers, prolong the life of a product in a declining market, clear surplus supplies.</p>

Subject content	Students should:
	<p>d) Explain the elements of the promotional mix and how they can be used in Integrated Marketing Communications (IMC) to promote specified products and services.</p> <p>Learners should be able to explain the role of each element of the promotional mix, i.e. media advertising, public relations, sales promotion, direct marketing, personal selling, packaging and sponsorship. They should also be able to explain the techniques used within each element to carry out the role; for example, techniques used within sales promotion include money-off coupons, loyalty cards, free samples and banded (multi) packs. They should understand the concept of IMC and should be able to give examples to show how the promotional mix elements can be used in IMC for a specified product or service.</p>
	<p>e) Explain how advertising can be used to support both a 'push' promotional strategy and a 'pull' promotional strategy.</p> <p>Learners should be able to explain that a 'push' promotional strategy uses promotions that are directed at resellers and other intermediaries, while a 'pull' promotional strategy uses promotions targeted at consumers and end users. They should also be able to explain how different advertising techniques could be used to support each of these strategies. For example, cooperative advertising and point-of-purchase displays could be used to support a 'push' strategy, while product and brand advertisements/commercials could be used to support a 'pull' strategy.</p>
	<p>f) Discuss the advantages and disadvantages of a standardised global advertising campaign to a multinational organisation.</p> <p>Learners should understand the concept of a standardised global/multinational advertising campaign and must be able to discuss, with suitable supporting examples, the advantages and disadvantages of such a campaign. Advantages include: it builds a strong and coherent global image for the organisation, savings in advertising costs, consistency in brand image across countries. Disadvantages include problems linked to differences in language, culture, religion, social customs and local regulations.</p>

Subject content	Students should:
<p><b>1.2 Understand the market research process and how research is used in advertising</b></p>	<p>a) Explain how market research may be conducted and the type of information available from the research process.</p> <p>Learners should be able to explain what is meant by 'quantitative' and 'qualitative' research. They should be able to distinguish between primary and secondary data and the different sources of data; for example, desk research and field research linked to secondary data and sampling methods linked to primary data. Learners need to understand that there is a difference between market research and marketing research. They should be able to explain, with relevant examples, the type of information resulting from market research such as: customer buying habits and motivation for buying; market trends; target market characteristics; customer lifestyle and behaviour pattern; nature of the competition; consumer demand for, and use of the product/service, etc.</p> <p>b) Explain how information from market research can be used to improve the effectiveness of advertising.</p> <p>Learners should be able to explain that market research information helps the advertiser to: identify the most appropriate audience and market segments, develop the right advertising message based on the needs of the target audience, develop advertising campaigns that gives the advertiser competitive advantage. Learners should use supporting examples to show how these will positively impact on the advertiser's sales, brand awareness and market share.</p>
<p><b>1.3 Understand the concepts of segmentation, targeting and positioning and their use in advertising</b></p>	<p>a) Explain the concept of segmentation and its role in the advertising process.</p> <p>Learners should be able to explain the meaning of segmentation and the different ways of segmenting a market, including: demographics, geographic, geo-demographics, psychographics, life stage, behavioural. They should be able to explain, with supporting examples, how segmentation can be used in advertising to improve the effectiveness of the marketing communications, i.e. by targeting advertising messages to identified market segments.</p> <p>They should also be able to explain how the use of segmentation benefits the advertiser, for example: lower advertising costs, higher profits, customer retention, better opportunities for growth, increased market share.</p>

Subject content	Students should:
	<p>b) Explain how advertising is used in positioning a product/service, its brand image and price.</p> <p>Learners should be able to define the concept of positioning and explain how advertising messages can be used to alter customers' perception to create the right image for the product or service in the minds of customers. They should also explain how advertising helps to establish a competitive edge (Unique Selling Point) for a brand, as well as establish pricing in the sense that customers use advertising to make judgements about the value of the product/service and hence its appropriate price.</p>
<p><b>1.4 Understand the role of advertising in non-profit organisations</b></p>	<p>a) Explain how advertising is used by non-commercial and non-profit organisations.</p> <p>Learners must be able to explain that non-profit and non-commercial organisations use advertising to raise awareness of their cause to get the public's financial and social support. In addition, learners need to explain that there is much competition for public funds and so these organisations need to develop awareness of their purpose and value.</p>
<p><b>1.5 Understand how changes in consumer behaviour and communication technology impact on advertising</b></p>	<p>a) Explain how current trends in shopping habits and communication technology have changed the way organisations advertise.</p> <p>Learners should be able to explain how current trends in shopping habits, (e.g. internet shopping) and communication technology (e.g. social media, email, instant messaging) have changed the way organisations advertise; e.g. website development, search engine optimisation (SEO), setting up social media pages e.g. (Facebook and Twitter), email advertising, banner advertising, pop-ups and pop-unders, mobile phone advertising, etc. Learners should be able to explain, with suitable supporting examples, how each of these are used in advertising.</p> <p>This links to assessment criterion 6.4 (a) and (b)</p>

## 2 Advertising management in business organisations

Skills	Students should:
<p><b>2.1 Understand how advertising and promotion is organised and managed in different business organisations</b></p>	<p>a) Explain the factors affecting the way in which advertising is organised and managed in business organisations.</p> <p>Learners should be able to explain, with suitable supporting examples, how different factors impact on how advertising is organised and managed. Factors include: the size of the organisation, the nature of its markets (e.g. global/local; trade/end user) and the type of products/services offered.</p> <hr/> <p>b) Describe the structure of the advertising department in business organisations involved in different types of trade.</p> <p>Learners should be able to describe the general structural relationship between the advertising and marketing departments. They should be able to describe the typical structure of the advertising department for an organisation selling fast-moving consumer goods (FMCG), as well as the likely structure of advertising departments for organisations involved in other types of trade such as banking, retail sales, industrial goods and motor manufacturing. Descriptions should be supported by appropriate organisational charts.</p>
<p><b>2.2 Understand the role and function of the advertising manager</b></p>	<p>a) Explain the nature of the relationship between the advertiser and the advertising manager.</p> <p>Learners should be able to explain that there is an employer/employee relationship between the advertiser and the advertising manager, i.e. the advertising manager is employed by the advertiser to direct and manage the advertising function.</p> <hr/> <p>b) Describe the roles and responsibilities of the advertising manager.</p> <p>Learners should be able to describe the nature and purpose of the work carried out by the advertising manager including: strategic planning; determining policy, aims and objectives; promotional planning; budgeting; planning and staff management; implementing promotional campaigns; agency selection and management; monitoring. Learners should understand that managing and liaising with the advertising agency is a key responsibility of the advertising manager and so they should be able to describe the different situations in which the advertising manager liaises with the agency.</p>

Skills	Students should:
	<p>c) Explain why it is important for the Advertising Manager to work closely with other managers within the organisation.</p> <p>Learners should be able to give reasons, with supporting explanations, why it is important for the advertising manager to work with other managers, particularly those in the marketing department. Reasons to include: to ensure that the advertising strategy reflects the marketing strategy and business strategy, to ensure that the advertising policy and objectives support the needs of other departments, to access and use information available from market research, to better understand the features and benefits of the products/services to be promoted.</p>
<p><b>2.3 Understand the need for advertising planning and the principles of developing an advertising plan and budget</b></p>	<p>a) Explain the importance of advertising planning.</p> <p>Learners should be able to give reasons, with supporting explanations, why advertising planning is important. Reasons include: it focuses on setting SMART objectives, it provides a guide for implementation and control of the advertising programmes, it promotes IMC, it improves the quality and effectiveness of advertising campaigns, it helps to control advertising costs, it lowers operational costs, etc.</p>
	<p>b) Describe the type of information that should be included in an advertising plan.</p> <p>Learners should understand that the advertising plan is based on the marketing plan. They should be able to describe the information included in the main sections of an advertising plan, i.e. background, SWOT analysis, media strategy and tactics, competitor analysis, objectives, target audience, persuasive strategy (USP), media selection, budget, timing and scheduling, evaluation.</p>
	<p>c) Evaluate the effectiveness of the different methods used in determining the advertising budget.</p> <p>Learners should be able to explain the different methods for determining the advertising budget and should be able to discuss the advantages and disadvantages of each method. The methods include: percentage of past sales, percentage of estimated future sales, objective and task, competitive parity, residual/affordable. Learners should also be able to identify situations or circumstances where each method would be most useful.</p>



Skills	Students should:
	<p>d) Describe the different ways of allocating the advertising budget to meet the organisation's promotional requirements.</p> <p>Learners must be able to describe the different ways in which the advertising budget may be broken down to meet the promotional needs of the organisation. Allocation may be based on: the type of advertising to be undertaken, sales volume of products, calendar periods, the media used, sales areas, etc.</p>
<p><b>2.4 Understand the need for an advertising department to use the services of an advertising agency and the process used to select and appoint the most suitable advertising agency</b></p>	<p>a) Explain why an advertising department would use the services of an advertising agency.</p> <p>Learners should be able to give reasons, with supporting explanations, why an advertising department would use an advertising agency. Reasons include: access to highly specialist staff with creative skills, agencies have experience and up-to-date knowledge of specific media, access to research not available otherwise, less time-consuming for the business, lower cost as a result of bulk media buying, help with brand development; more effective use of advertising budget, etc.</p>
	<p>b) Describe the process used to select the most suitable advertising agency.</p> <p>Learners should be able to describe each stage in the process of selecting an advertising agency, including: defining requirements, finding potential agencies, checking credentials, shortlisting agencies and briefing them, attending agencies' pitches, assessing pitches, selecting and appointing the right agency.</p>
	<p>c) Explain the criteria that are applied in the agency selection and appointment process.</p> <p>Learners should also be able to explain, with appropriate examples, the criteria used in shortlisting and selecting agencies, for example knowledge of advertiser's background and products, creativity, level of experience in the advertiser's industry, trustworthiness, available resources, compatibility, etc.</p>

Skills	Students should:
<p><b>2.5 Understand the principles of briefing and working with an advertising agency</b></p>	<p>a) Describe the type of information that should be included in the brief to the advertising agency.</p> <p>Learners should be able to describe the type of information that should be included in the brief to the advertising agency, including: background on the advertiser’s market and competitive position, marketing strategy and tactics, marketing objectives, target market and segments, budget, timescales, personnel, evaluation measures of advertising effectiveness.</p> <hr/> <p>b) Describe the key principles that should guide the working relationship between the advertiser and the advertising agency to avoid conflict and tension.</p> <p>Learners should be able to outline the key principles that should be agreed by both advertiser and the advertising agency to ensure a smooth working relationship. These include: both parties should be clear on the agreed communications objectives, scope and budget; the advertiser is responsible for campaign management; the agency team should work closely with the advertiser’s marketing department and strategic planning team; the advertiser should share all relevant research data and management information with the agency; briefings to the agency must be specific and unambiguous; time and cost requirements must be reasonable; fees and commissions should be agreed in advance and accounts paid promptly; the advertiser should not interfere in the creative process; full credit should be given to the agency, as appropriate; there should be trust and mutual respect for each other’s expertise.</p>

### 3 Advertising agencies

Skills	Students should:
<p><b>3.1 Understand the role and functions of the different types of advertising agency and the circumstances in which each is used</b></p>	<p>a) Explain the role of the advertising agency in the advertising process.</p> <p>Learners should be able to explain the dual role of advertising agencies in terms of offering the advertiser a highly-skilled team of experts, as well as offering the media an economic way of buying and selling media space and airtime. Learners should also be able to explain the value of the agencies' involvement; i.e. it encourages high-quality advertising production and compliance with industry and regulatory standards, it provides a research facility and a channel for customer feedback.</p>
	<p>b) Distinguish between a full service agency and an 'a la carte' agency.</p> <p>Learners should be able to explain the differences between these two types of agency in terms of their service offer and their requirement for recognition. They should be able to give examples of the type of services offered by both types of agency and should make the clear distinction that 'a la carte' agencies only offer creative services and so do not require 'recognition' as they are not involved in media buying like full service agencies. Learners should also be able to give real-life examples of these agencies.</p>
	<p>c) Describe the role and duties of the five main functional departments of an advertising agency.</p> <p>Learners should be able to describe the role and duties of the five main functional departments of an advertising agency: account management, account planning, creative, media planning, traffic and production. They should be able to describe the work carried out by the following staff members: account director, creative director, copy chief, copywriter, art director, visualiser, layout artist, storyboard artist, scriptwriter, media buyer, media planner, media researcher, account/brand planner, account manager/executive, production manager, typographer, traffic controller.</p>
	<p>d) Explain the role of the 'media independent' agency and the type of clients it serves.</p> <p>Learners should be able to explain the role of a media independent agency in terms of the type of service it offers (i.e. media research, media planning and media buying facilities across all media) and the benefit of this service to its clients, i.e. they negotiate favourable prices with the media owners and pass these savings on to clients, which include full service agencies, 'a la carte' agencies and advertisers.</p>

Skills	Students should:
	<p>e) Explain the role of a range of specialist agencies and consultancies and the services they offer.</p> <p>Learners should be able to explain the role of a range of specialist agencies in terms of the type of services they offer and the benefit of these services to their clients. The range of specialist agencies includes those providing public relations, sales promotion, direct response marketing, sponsorship and research services. It also includes agencies handling business-to-business, trade, technical and industrial accounts as well as recruitment and financial advertising.</p>
	<p>f) Evaluate the use of different types of advertising agencies in specified circumstances.</p> <p>Learners should be able to discuss the advantages and disadvantages of using each type of agency and should be able to recommend, with supporting reasons, the most suitable agency based on the purpose of the advertising, the product/service and the type of client.</p>

Skills	Students should:
<b>3.2 Understand how advertising agencies operate in the context of industry requirements and contractual and legal obligations</b>	<p>a) Explain what it means for an agency to 'gain recognition' and the process of doing so.</p> <p>Learners should be able to explain that gaining recognition establishes the creditworthiness of agencies to entitle them to buy space and airtime on credit. They should be able to explain that recognition is granted by the trade association representing the print and broadcast media e.g. ITVA, NPA &amp; PPA in the UK and that agencies also have to meet the criteria for recognition and adhere to the advertising code. They should also be able to describe the general criteria for recognition, which includes: sufficient turnover or share capital to meet potential debts, specified minimum number of clients, specified number of years trading, financial and trade references.</p>
	<p>b) Explain how advertising agencies earn their income.</p> <p>Learners should be able to explain the different sources of income for agencies, including: commissions, fees, mark-up and handling charges. Explanations should include the different circumstances and services that apply to each source of income.</p>
	<p>c) Explain the legal relationship between the advertising agency and the media owners and its impact on the agency's contractual responsibilities.</p> <p>Learners should be able to explain what is meant by the term 'principal in law', how it affects the relationship between the advertising agency and the media owner and its impact on contract payments. Learners' explanations should make it clear that the advertising agency is an agent of the media owners and not of the clients/advertiser, and therefore any space or airtime buying contracts made with media owners, on the behalf of clients, is binding on themselves and the media owners.</p>
	<p>d) Describe the type of information that should be included in the contract between the agency and the advertiser.</p> <p>Learners should be able to describe the different types of information that should be included in the contract, such as: contract period, notice period, clear description of services to be provided, approval procedures, conditions for terminating the contract, terms of business, copyright ownership, etc.</p>

Skills	Students should:
<b>3.3 Understand how the account handling and creative teams work together in the campaign planning process</b>	<p>a) Describe the process used by the account handling and creative teams to create and produce creative materials for presentation to the client.</p> <p>Learners should be able to describe the process used by these two teams to create and present the advertising ideas to the client. The description should include details of the following stages: account/brand planner and account manager/executive brief the creative team on the campaign objectives and copy platform; creative team establish creative brief and brainstorm to come up with ideas; visualisation and copywriting to produce 'roughs' and 'scamps'; review and approval of initial creative ideas by account manager/executive and account/brand planner; production of layouts or storyboard and scripts to presentation standard; quality checking by copy chief, art director and account manager/executive; presentation by account manager/executive.</p> <p>Learners should be able to describe the nature and importance of the work that happens in visualisation, copywriting and producing layouts, scripts and storyboards. This links to assessment criterion 3.1(c)</p>
	<p>b) Explain the content and purpose of the copy platform and creative brief.</p> <p>Learners should also be able to explain the type of information that is included in the copy platform and creative brief. They should also be able to give reasons why these documents are needed in the creative process.</p>

## 4 Creating and producing print advertisements

Skills	Students should:
<p><b>4.1 Understand the different creative formats and techniques used in print advertising</b></p>	<p>a) Describe the different layout designs used in print advertisements.</p> <p>Learners should be able to describe the different layout designs, including: Ogilvy layout and its variations, Z layout, single visual layout, illustrated layout, top heavy layout.</p>
	<p>b) Explain the different techniques that may be used in print advertising to improve effectiveness.</p> <p>Learners should be able to explain the use of techniques such as: white space; making the advertisement look like content; drop cap; lists and bullet points; photograph captions; quotations; contact details; coupons and offers; font style and size; power words such as you, your, amazing, now, discover, free, only, etc.; asking a question.</p>
	<p>c) Explain the different types of creative formats used in magazine advertising and the circumstances in which they are most appropriate.</p> <p>Learners should be able to explain the different magazine creative formats such as: double-page spreads, gatefolds, print technology such as thermachromatic (causing images to change with heat) or lenticular (where the image appears to move) elements, special paper such as scratch 'n' sniff or 'peel it' fragrances, samples and gifts, supplements and sponsorship. They should be able to explain what advertising situations would be suitable for each of these formats.</p>

Skills	Students should:
<b>4.2 Be able to produce creative materials for printed advertising</b>	<p>a) Choose the most appropriate layout design, technique(s) and/or creative format(s) to suit the advertising requirements in a particular given situation.</p> <p>Learners should be able to select and use the layout design, technique(s) and/or creative format(s) that are appropriate to the product/service, advertising objective and target audience outlined in the given situation. Learners should be able to give reasons for their choice.</p>
	<p>b) Write the copy and produce the layout for either a newspaper or magazine advertising based on the advertising requirements in a particular given situation.</p> <p>Learners should be able to write the copy and prepare the layout for a newspaper or magazine advertising as required in the given situation. The layout should have visual(s), caption, headlines, sub-headlines, body copy, technical instructions and signature (contact details), as appropriate. The layout should demonstrate the use of the chosen technique(s) and/or creative formats as per assessment criteria 4.2 (a) above..</p> <p>Learners need to understand what is involved in copy writing, visualisation and producing layouts. This links to assessment criteria 3.3 (a), 7.2(a) 7.2 (b) and 7.1 (d)</p>



Skills	Students should:
<p><b>4.3 Understand the process of producing print advertising and how this is affected by changes in technology</b></p>	<p>a) Describe the stages of producing artwork for print advertising from the point of client approval.</p> <p>Learners should be able to describe the stages of producing artwork for print advertising after client approval, including: production of layout to show accurate positioning of headlines, visuals, sub-headlines, body copy, font type and size; typesetting; 'cut and paste' process; drawing of key lines; approval of artwork by account manager/executive, creative team and production department; transfer of artwork to publisher. Learners should be able to describe what happens at each of these stages and the staff involved, e.g. layout artist, typographer, typesetter, etc.</p>
	<p>b) Describe the five main print production techniques.</p> <p>Learners should be able to describe the following print production techniques: letterpress, lithography, flexography, gravure, screen printing.</p>
	<p>c) Define the technical terms used in the production of press advertisements and printed materials.</p> <p>Learners should be able to define the following printing terms: line illustration; full or four-colour process; colour separation; keyline; stripping in; type area; paste up; half tone; mid tone; cut and paste; type area; registration mark; bleed.</p>
	<p>d) Discuss the impact of changes in technology on the production of print advertising.</p> <p>Learners should be able to explain the different ways in which new technology has affected the production of print advertising; for example, the use of desktop publishing, graphic design software, vector graphics, photo editing software, etc. Learners should be able to explain how each of these is used in producing print advertising and should be able to discuss the benefits and drawbacks of using each.</p>

## 5 Creating and producing television and radio commercials

Skills	Students should:
<b>5.1 Understand the different narrative structures, techniques and styles used in television and radio commercials</b>	<p>a) Compare the different narrative structures and forms used in television commercials.</p> <p>Learners should be able to explain the similarities and/or differences between the following types of narrative structures: linear/sequential, non-linear/non-sequential, realist, anti-realist, open narrative, closed narrative, restricted, unrestricted. Learners should also be able to explain the similarities and/or differences between the following forms of television advertising: talking heads, documentary, animation, serial/series.</p>
	<p>b) Explain the different styles and techniques used in television advertising.</p> <p>Learners should be able to explain the following different advertising styles, giving examples: humorous, surreal, dramatic, parodic. Learners should also be able to explain the following advertising techniques: hidden and overt messages, celebrity endorsement, emotional appeals, testimonial, plain folks, snob appeal, facts and figures, transference.</p>
	<p>c) Compare the different narrative structures used in radio commercials.</p> <p>Learners should be able to explain the similarities and/or differences between the following types of radio commercial structures: conversational, message, single voice, multiple voice, tag line.</p>
	<p>d) Explain the different styles and techniques used in radio commercials.</p> <p>Learners should be able to explain the following styles used in radio commercials: straight/serious, humorous, drama, pastiche (spoof), modern, aggressive, persuasive. Learners should also be able to explain the following advertising techniques: jingles, repetition; 'live reads'; sponsorship.</p>

Skills	Students should:
<b>5.2 Be able to produce creative materials for broadcast commercials</b>	<p>a) Choose the most appropriate narrative structure, style(s) and technique(s) to suit the advertising requirements in a particular given situation.</p> <p>Learners should be able to select and use the narrative structure, style(s) and technique(s) that are appropriate to the product/service, advertising objective and target audience outlined in the given situation. Learners should be able to give reasons for their choice.</p>
	<p>b) Produce a basic storyboard for a television commercial based on the advertising requirements in a particular given situation.</p> <p>Learners should be able to create a simple storyboard for a television commercial including visuals, directional notes, dialogue script, sound effects, voice over(s), characters and musical themes, as appropriate. The storyboard should demonstrate the use of the chosen structures, technique(s) and style(s), as per assessment criteria 5.2 (a) above.</p> <p>Learners need to understand what is involved in Copywriting, visualisation and producing storyboards and scripts. This links to assessment criteria 3.3(a), 7.2(a) 7.2(b) and 7.1(d)</p>
	<p>c) Produce a basic script for a radio commercial based on the advertising requirements in a particular given situation.</p> <p>Learners should be able to create a simple script for a radio commercial including technical directions, voice over(s), sound effects and musical themes, as appropriate. The script should demonstrate the use of the chosen structures, technique(s) and style(s), as per assessment criteria 5.2(a) above.</p> <p>Learners need to understand what is involved in copy writing, visualisation and producing scripts. This links to assessment criteria 3.3(a), 7.2(a) 7.2(b) and 7.1(d)</p>

Skills	Students should:
<p><b>5.3 Understand the process of producing and approving television and radio commercials</b></p>	<p>a) Describe the stages of producing a television commercial from the point of client approval of script and storyboard.</p> <p>Learners should be able to outline the stages of production and describe the activities carried out at each stage and the people involved. The stages include: feasibility study of planned commercial; script approval by approval organisation e.g. Clearcast; appointment of producer; selection of director and costing of commercial; pre-production planning, including casting; filming (production); post-production editing; approval of finished commercial by approval organisation e.g. Clearcast; repeat showings; despatch of commercial for broadcast. Learners need to understand that the exact process may differ among organisations but the activities will be similar.</p>
	<p>b) Describe the stages of producing a radio commercial from the point of client approval of script.</p> <p>Learners should be able to outline the stages of production and describe the activities carried out in each stage and the people involved. The stages include: appointment of producer, preparation of cost estimate by producer, selection of recording studio, casting and music selection (if necessary), recording (production), post-production editing, approval of finished commercial by approval organisation e.g. RACC, preparation of master and dispatch to radio stations.</p>
	<p>c) Explain the purpose of the approval and clearance process for commercials before they are broadcast and its importance.</p> <p>Learners should be able to explain that the approval and clearance process ensures that all advertising complies with the relevant statutory and voluntary codes of practice before broadcast. They should give reasons, with supporting explanations, why the process is important, including: clearance and approval protects the reputation of broadcasters; minimises compliance risks for advertisers; it ensures that high standards of consumer protection are upheld. Learners need to provide suitable examples to support their reasons.</p>

Skills	Students should:
	<p>d) Describe the process used to approve television and radio commercials before they are broadcast.</p> <p>Learners should be able to describe the process used to approve both television and radio commercials before they are broadcast. Learners do not need to give very detailed steps but should provide enough information to show how the process works, the approval/clearance organisations involved in the process and the voluntary or statutory codes used for clearance. For example, in the UK, Clearcast approves television commercials against the BCAP TV Advertising Standards. Its Copy Clearance Process consists of two stages, in which the script and tape are approved respectively. Clearance for radio commercials is provided by the Radio Advertising Clearance Centre (RACC).</p> <p>Learners can describe either the UK process or the process in their own country.</p>

## 6 Media research and selection

Skills	Students should:
<p><b>6.1 Understand the nature of independent media research and its value and use in the advertising industry</b></p>	<p>a) Describe the type of information available from independent media research and the different sources of the information.</p> <p>Learners should be able to describe the information available from media research such as information about circulation, readership, viewership, reader and viewer profiles, penetration, coverage and reach. They should be able to identify the sources of this information, which may be an organisation or a type of survey. Examples in the UK include: Audit Bureau of Circulations (ABC); Broadcasters' Audience Research Board (BARB); Target Group Index (TGI).</p> <p>Learners can relate this to their own country or to the UK.</p>
	<p>b) Discuss the value of independent media research to media owners, advertisers and advertising agencies.</p> <p>Learners should be able to explain why independent information itself is important (e.g. it gives confidence that the information is accurate and unbiased) and then explain how it is used by the different groups and how it supports their business operations. For example, media owners can use media research to determine the cost of advertising space and airtime.</p>
	<p>c) Explain how information from media research can be used to improve the effectiveness of advertising communications.</p> <p>Learners should be able to explain ways in which information about reader and viewer profiles, reach and coverage can be used to improve the effectiveness of advertising. For example, it can be used to select the most appropriate media based on target audience; to choose the best time to broadcast the advertisements; to tailor advertising messages, etc.</p>
	<p>d) Explain how information from media research can be used to compare the economic effectiveness of advertising across different media.</p> <p>Learners should be able to explain how formulae such as Cost Per Thousand (CPT); Valued Impressions Per Pound (VIP), Opportunities to Hear (OTH) and Opportunities to See (OTS) are used to compare media for economic effectiveness. Learners should be able to explain how the formulae are calculated and how the information provided is used.</p>

Skills	Students should:
<p><b>6.2 Understand the range and classification of media used in advertising and the circumstances in which each is appropriate</b></p>	<p>a) Discuss the range of primary and secondary media used in advertising and the circumstances in which each is most suitable.</p> <p>Learners should understand the difference between primary and secondary media and should be able to describe the different types of media available and identify whether they are primary or secondary depending on the product/service and circumstances. The range of media include: newspapers, magazines, radio, outdoor (roadside and transport), exhibitions, cinema, television, electronic media (internet and email), direct mail, door-to-door distribution, point-of-sale displays (POS). Learners should understand that there are different types of newspapers and television. They should be able to explain the advantages and disadvantages of each media type and the circumstances in which they would be most suitable.</p>
	<p>b) Distinguish between 'above-the-line' and 'below-the-line' media.</p> <p>Learners should be able to define each and explain the differences between the two, giving supporting examples. Learners need to understand that above-the-line media is not necessarily primary media and, similarly, below-the-line media is not necessarily secondary media.</p>
	<p>c) Explain the meaning of 'out of home' media and its increasing importance in the modern advertising environment.</p> <p>Learners should be able to explain that 'out-of-home' media (also called ambient media) is an extension of traditional outdoor advertising and refers to media that reach customers when they are out and about. They need to understand that, as an innovative area, out-of-home advertising media is changing all the time. Examples include: car park tickets, petrol pumps, till receipts, digital signage, posters, in-store, street teams, wrapped vehicles, etc. They need to be able to give reasons, with supporting explanations, why it is becoming more important, including: its relevance to modern society where people are constantly out and about, delivers the advertising message in the right context, more valuable impression if consumers get the advertising message when they are about to make the purchase, etc.</p>

Skills	Students should:
<b>6.3 Understand the principles applied in the selection of advertising media</b>	a) Distinguish between 'intermedia' and 'intramedia' comparisons in media selection.  Learners should be able to explain the meaning of these two terms and how they differ in terms of what is compared and the need to carry out each type of comparison.
	b) Explain the factors to be considered when selecting the media for an advertising campaign.  Learners should be able to identify the factors and explain, with supporting examples, why these factors should be considered when selecting between advertising media. Factors include: the effectiveness of the medium in communicating the advertising message, the nature and type of product/service, the compatibility of the media audience to that of the product/service target audience, advertising budget.



Skills	Students should:
<p><b>6.4 Understand how changes in media technology affect advertising and the advertising industry</b></p>	<p>a) Discuss the impact of 'new media' on the advertising industry and advertisers.</p> <p>Learners should be able to explain the concept of new media in terms of its characteristics, i.e.: digital, capable of being manipulated, networkable, interactive, impartial, compressible, dense. Learners should be able to give examples of new media technologies, including: the internet (particularly, use of social networks and blogs); websites; computer multimedia; computer games; CD-ROMs; DVD. They should be able to explain how new media impact on the operations of advertising agencies and advertisers in terms of their various techniques, needs; benefits and drawbacks.</p> <p>b) Discuss the impact of media fragmentation on media selection and advertising effectiveness.</p> <p>Learners should be able to explain that media fragmentation refers to the trend of increasing choice and consumption of media, in terms of the availability of new media formats (web and mobile) as well as multiplicity within current media formats, e.g. more TV channels, radio stations and magazines. Learners need to also be able to highlight and explain the issues that fragmentation creates for advertisers, for example: consumers interacting with many more media formats, often simultaneously; new technology that allows consumers to skip TV advertising; smaller audience groups for individual media formats; fewer shared experiences between consumers. They also need to be able to explain how these issues affect media selection and advertising effectiveness, for example: increased competition for the advertising budget; increased difficulty in choosing most suitable media; advertising has to be spread across more media formats; increased cost of advertising; greater focus on Integrated Marketing Communications (IMC); more creative and compelling advertising messages to gain consumers' attention.</p>

## 7 Advertising controls

Skills	Students should:
<p><b>7.1 Understand the nature of voluntary and statutory controls and the role and value of each to the advertising industry</b></p>	<p>a) Distinguish between voluntary and statutory controls in advertising.</p> <p>Learners should be able to define both types of controls and explain how they differ in terms of the nature and source of the control.</p>
	<p>b) Explain the principle and application of voluntary control.</p> <p>Learners should understand that voluntary control is done through self-regulation and that this complements, rather than replaces statutory controls, such as regulation. They should be able to explain the principles of self-regulation, i.e. the industry agrees and commits to a code of standards, procedures and practices, and sets up and funds an organisation (Self-Regulatory Organisation, SRO) to apply the code. For example, in the UK, the Advertising Standards Authority (ASA) administers the CAP and BCAP advertising codes. They should be able to name the SRO and the advertising code in a country of their choice, preferably their home country. Learners should also be able to explain how the system of self-regulation works. In doing so they need to explain the role of each of the three parts within the system: the code-making body; the code-applying body; the permanent secretariat.</p>
	<p>c) Explain the advantages of advertising self-regulation to the advertiser, advertising agency and the consumer.</p> <p>Learners should be able to explain, with relevant examples, the benefits of advertising self-regulation, including: cost-effective; fast and flexible to administer; promotes best practice; uses the expertise of the advertising industry and the consumer; keeps pace with development in society, etc. Learners must show how these represent benefits to each stated group.</p>

Skills	Students should:
	<p>d) Discuss the role of consumer protection regulations in advertising.</p> <p>Learners should understand that most countries have laws in place to protect consumers from unfair trading practices. For example, some of these laws in the UK are: Consumer Protection from Unfair Trading Regulations 2008; Sale of Goods Act 1979; Consumer Protection (Distance Selling) Regulations 2000; Consumer Protection Act 1987. Learners should be able to name laws from a country of their choice, preferably their own country, and explain the basic principles of these laws. They should be able to explain how the principles within these laws affect the way goods and services are advertised, for example: misleading advertisements; claims made that cannot be substantiated; etc.</p>
<p><b>7.2 Understand the stated provisions that are usually included in national and international Advertising Codes of Practice</b></p>	<p>a) Summarise the main general provisions that are usually included in advertising codes of practice.</p> <p>Learners should understand that the advertising codes of practice used in many countries are based on the globally accepted Consolidated ICC Code of Advertising and Marketing Communication Practice published by the International Chamber of Commerce (ICC). They should be able to summarise the general rules within advertising codes of practice, such as: advertising must be legal, decent, honest and truthful; show responsibility; follow principles of fair competition; show responsibility to the consumer and society; not show or encourage dangerous practices; be able to be substantiated; etc. Learners should have access to their national advertising code of practice or to the ICC code available at <a href="http://www.iccwbo.org">www.iccwbo.org</a></p> <p>b) Discuss specific areas of concern that are often included in advertising codes of practice.</p> <p>Learners should be able to identify the specific areas of concern often included in advertising codes of practice, including: advertising ethics; medicines; alcohol; children; health and beauty-related products and services; financial products; weight control and slimming products. Learners should be able to explain why each of these areas needs to be covered by special rules and should also be able to summarise the rules that govern each area.</p>

Skills	Students should:
<p><b>7.3 Understand the legal concepts of copyright and defamation and their applicability to the advertising industry</b></p>	<p>a) Explain the legal concept of copyright and how it may be applied in the advertising industry.</p> <p>Learners should be able to explain the meaning of copyright, its nature as a form of intellectual property and the rights it gives to its owner. They should understand that most countries recognise and enforce the concept and so have national copyright laws. They should be able to explain, supported by relevant and current examples, how the concept may be applied in the advertising industry in terms of ownership of creative work in the context of a freelance or contractually employed visualiser, photographer and copywriter. They should also be able to explain its applicability to the use of copyrighted material external to the agency or advertiser.</p>
	<p>b) Explain the legal concept of defamation and how it may be applied in the advertising industry.</p> <p>Learners should be able to explain the meaning of defamation, including the concepts of libel and slander and the protection it offers both public and private figures. They should be able to explain, with relevant and current examples, how it affects the use of parody and satire in advertising. This links to assessment criteria 5.1(b).</p>

## 8 Advertising testing and evaluation

Skills	Students should:
<p><b>8.1 Understand the purpose of pre-testing advertising and how this is done</b></p>	<p>a) Explain the purpose of pretesting advertising before launching the campaign.</p> <p>Learners should be able to explain the meaning of pretesting and should be able to give reasons why an advertiser or advertising agency would test an advertisement/commercial before launching the campaign. Reasons include: to check whether the advertisement is appropriate for the target group; to gather reactions to the advertisement; to measure the effectiveness of the advertisement before launch.</p>
	<p>b) Describe the key areas relating to the commercial/advertisement that would be pre-tested.</p> <p>Learners should be able to describe the key areas/aspects of the commercial or advertisement that would be assessed in pre-testing, including: impact, involvement, communication, image, recall, originality, motivation, credibility. Learners should be able to describe what exactly is assessed in each of these areas.</p>
	<p>c) Evaluate the methods of pretesting advertising.</p> <p>Learners should explain the different methods of testing an advertisement or commercial before it is launched, including: group discussions; interviews; folder tests; physical testing methods (laboratory tests); telecast test; hall and theatre tests; readability; dummy vehicles; test marketing. Learners should be able to evaluate the use of each method based on the type of advertising; budget; time; resources; campaign objectives; brand image and the nature of the product or service. They should be able to recommend a pre-testing method(s) in a given situation, based on their evaluation.</p>
<p><b>8.2 Understand the different methods of post-testing advertising</b></p>	<p>a) Explain the methods of testing the effectiveness of advertising after the campaign launch.</p> <p>Learners should be able to explain the methods of post-testing, including: inquiry tests; recall testing; recognition tests (read most, associated and noted); tracking studies; sales result test; split run test; rating scale test; portfolio test.</p>

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## **Delivery guidance**

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### **Reports**

Reports should have headings and subheadings with at least three sections: the introduction, main section and conclusion or recommendations. The introduction should indicate the purpose of the report and for whom the report is intended. The main section should use a concise report style or bullet points. The report should finish with a conclusion, which includes the candidate's recommendations.

### **Memoranda**

Memoranda should include the heading 'MEMORANDUM' OR 'MEMO' and should show the names and job titles of the sender and recipient(s), the date (examination date), as well as the subject of the memorandum. The memorandum should have an appropriate opening paragraph and any bulleted/numbered points or paragraphs should have a clear line space between them.

### **Emails**

Emails should include the heading 'EMAIL' and should show headings for 'To' and 'From', the names and email addresses of the sender and recipient(s) and the date (examination date). A subject heading should be included right under From/To/Date and a clear line space should be between any paragraphs or numbered/bulleted points. The email should begin with an acceptable greeting such as Good morning .../Good afternoon .../Hello .... followed by the forename or even followed by Mr .../Mrs .... if to someone not well known to you. The email may finish with a signature including the sender's name and title.

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# Assessment

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## Assessment summary

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### Pearson LCCI Level 3 Certificate in Advertising (VRQ)

Number of series: OD until 31-Dec-2017

Availability: Last assessment 31-Dec-2017

#### Overview of content

Topic 1: The role of advertising in marketing

Topic 2: Advertising management in business organisations

Topic 3: Advertising agencies

Topic 4: Creating and producing print advertisements

Topic 5: Creating and producing television and radio commercials

Topic 6: Media research and selection

Topic 7: Advertising controls

Topic 8: Advertising testing and evaluation

#### Overview of assessment

- One written, externally-set and marked paper, contributing 100% of the overall grade of the qualification.
- The examination will be 3 hours.
- The examination will consist of 100 marks.
- There will be five questions on the examination paper. Candidates are required to answer all five questions.
- All questions are worth 20 marks each.
- Question 1 will always be presented as a scenario that provides information about an advertising campaign. The question will require candidates to use the given information to produce creative materials for either print, radio or television advertising.
- Questions 2, 3, 4 and 5 will be presented as scenario-based and short answer questions consisting of a number of parts. The mark allocation for each part will be shown on the examination paper.
- Students will be graded Pass/Merit/Distinction. A result of Fail will be recorded where students do not achieve the required marks for a Pass.

#### Coverage of Syllabus Topics in Examinations

- Assessment criteria from all syllabus topics will be assessed in every examination paper.
- The first question in each examination paper will be from either Syllabus Topic 4 or 5.

## Pearson LCCI Level 3 Certificate in Advertising (VRQ)

### Answer Formats

In Question 1 (a), candidates will be required to produce either the copy and layout for a print advertisement, a script for radio advertisement or a storyboard for a television advertisement.

In Question 1 (b), candidates will be required to provide their answers in short paragraphs.

In the other four questions, candidates should provide answers in the format appropriate to each question. This is likely to be:

- a report
- an email
- a memorandum
- short paragraphs

The delivery guidance provides the preferred formats for reports, emails and memoranda.

### Mark Allocation

A positive marking approach is used. Marks are not deducted for spelling, vocabulary, grammar or punctuation.

### Candidate Performance Measurement

Pass 50%, Merit 60%, Distinction 75%

### Recommended Reading List and Support Materials

C Francis — *How to Pass Advertising Third Level* (LCCIEB) ISBN-10: 1862470707

F Jefkins and D Yadin — *Advertising (Frame Series) 4th Ed* (Pearson Education) ISBN-13: 9780273634335

Consolidated ICC Code of Advertising and Marketing Communication Practice (or national equivalents e.g. British Codes of Advertising and Sales Promotion Practice)

### Support Material

Support materials for the LCCI Level 3 Certificate in Advertising include:

- Annual Qualification Reports
- Past question papers and mark schemes
- Sample paper and answer

Support materials are available on the the qualification page of the Pearson website ([qualifications.pearson.com/lcci](http://qualifications.pearson.com/lcci))



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## Aims of assessment

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The examination will assess the candidates' ability to demonstrate an:

- understanding of the different types of advertising and the objectives of advertising in different circumstances
- understanding of the role of advertising in the marketing and promotional mix and its use in different types of promotional strategies, whether nationally or internationally
- understanding of the use of marketing concepts such as market research, segmentation and positioning in advertising
- understanding of how advertising is used by non-profit and multinational organisations
- understanding of how changes in consumer behaviour and communication technology impact on advertising
- understanding of the structure of the advertising function in a business organisation and the role and responsibilities of the advertising manager
- understanding of the principles of advertising planning and budgeting
- understanding of how the advertising manager selects, appoints and works with an advertising agency
- understanding of the different types of advertising agencies and circumstances in which their use is most appropriate
- understanding of how advertising agencies operate in terms of gaining recognition, contractual and legal relationships and source of income
- understanding of how agency staff work together in planning an advertising campaign
- understanding of the techniques, styles and creative formats used in producing creative materials for television, radio and print advertising
- understanding of the production and approval processes used in creating and producing advertising for television, radio and print
- ability to produce a copy layout for print advertisements and scripts and storyboards for broadcast commercials
- understanding of the range of media and the use of media research in selecting media and improving advertising effectiveness
- understanding of the impact of 'new media' and media fragmentation on the advertising
- understanding of the use of voluntary control and the provisions covered by advertising codes of practice
- understanding of how consumer protection regulations and the legal concepts of copyright and defamation affect the advertising industry
- understanding of the purpose and methods of pre-testing and post-testing advertising.

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## **Entry and assessment information**

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Please see the *Pearson Information Manual* and the *Pearson LCCI examination regulations*, available from our website: [qualifications.pearson.com/lcci](http://qualifications.pearson.com/lcci)

### **Student entry**

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Details on how to enter students for the examination for this qualification can be found on our website: [www.pearson.com](http://www.pearson.com)

### **Combinations of entry**

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There are no forbidden combinations of entry for this qualification.

### **Age**

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The qualification is intended for learners aged 16 and above.

### **Resitting the qualification**

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Candidates can resit the examination for Pearson LCCI Level 3 Certificate in Advertising (VRQ).

It is strongly advised that candidates do not register to undertake a resit until they have received the results from their previous examination.

# Access arrangements, reasonable adjustments and special consideration

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## Access arrangements

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

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

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

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

## Reasonable adjustments

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

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

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include the:

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

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

### **Special consideration**

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

### **Further information**

Please see our website or email [internationalenquiries@pearson.com](mailto:internationalenquiries@pearson.com) for further information on how to apply for access arrangements and special consideration.

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

## **Equality Act 2010 and Pearson Equality Policy**

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

We are committed to making sure that:

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

You can find details on how to make adjustments for students with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, which is on our website.

## Malpractice

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Cases of alleged, suspected or confirmed malpractice must be dealt with in accordance with the latest Joint Council for Qualifications (JCQ) *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk)

Pearson cares greatly about the integrity of its qualifications and is aware that incidents of malpractice threaten that integrity, adversely affect learners and undermine public confidence in the delivery and awarding of qualifications. For this reason, Pearson takes malpractice incidents extremely seriously and investigates all allegations it receives as fully as possible. Where malpractice is proven Pearson will impose appropriate penalties and/or sanctions on those found to be responsible, which can include debarment from delivery of Pearson qualifications (for staff) and disqualification (for learners).

### **Candidate malpractice**

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

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

Failure to report malpractice constitutes staff or centre malpractice.

### **Staff/centre malpractice**

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

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

Failure to report malpractice itself constitutes malpractice. More detailed guidance on malpractice can be found on our website at <http://qualifications.pearson.com/en/support/support-topics/exams/examination-guidance/malpractice-and-plagiarism.html> and in the latest version of the JCQ *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at: [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)

## **Language of assessment**

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

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## Other information

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### Guided Learning Hours (GLH)

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Guided Learning Hours: the number of teacher-led contact hours required to support student achievement for a qualification.

For the Pearson LCCI Level 3 Certificate in Advertising (VRQ) we recommend 160 GLH.

Centres should ensure students have additional time for self-study and preparation for the final examination, which is in addition to the GLH stated above.

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### Student recruitment

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

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

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### Prior learning and other requirements

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There are no formal entry requirements for this qualification.

Students may be studying in a local language but the assessment will be in English. Pearson recommends students have a standard of business English equivalent to LCCI IQ Level 2 English for Business. This will support access to the assessment materials and students will be able to communicate responses effectively.

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### Progression

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This qualification is intended for candidates who are preparing to work or already working in a Junior or Executive level advertising role, either in a commercial or industrial company or in a non-profit organisation. It is also aimed at those working or seeking to work in advertising agencies or associated organisations such as public relations consultancies, sales promotion companies and direct response marketing agencies.

Using appropriate internal processes, centres must ensure they choose the most appropriate qualification level for their students' needs.

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## Codes

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The subject code for Pearson LCCI Level 3 Certificate in Advertising (VRQ) is: ASE20089. The subject code is used by centres to enter students for a qualification.



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# Support, training and resources

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## **Training**

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

## **Specifications, sample assessment materials and teacher support materials**

The Pearson LCCI Level 3 Certificate in Advertising (VRQ) sample assessment materials can be downloaded from our website.

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

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**For more information on Pearson and LCCI qualifications please  
visit our website: [qualifications.pearson.com](http://qualifications.pearson.com)**

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