



Pearson LCCI Level 3 Certificate in Marketing (VRQ) (ASE3025)

Specification

First teaching from September 2007

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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Introduction

LCCI qualifications

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

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

The aims of the Pearson LCCI Level 3 Certificate in Marketing (VRQ) are to enable students to develop:

- a broad strategic understanding across the full range of marketing activities, including advertising, public relations (PR), sales promotion and market research
- a sound knowledge of current trends and changes in marketing practice, brought about by technology and the internet
- the ability to apply this understanding to real-life marketing scenarios
- the ability to illustrate their understanding through the use of real experiences, or created examples of marketing.

The qualification is designed for students who:

- are junior managers or team leaders with some responsibility for either supervising others and/or making decisions in the implementation of marketing strategies and/or plans
- may already have some experience of working in the marketing industry sector
- want to take steps towards a recognised qualification
- are studying other business subjects and who want/need to gain detailed insight into the marketing sector.

Contents

Specification at a glance	1
Knowledge, skills and understanding	3
Content	3
Assessment	17
Assessment summary	17
Aims of assessment	19
Entry and assessment information	20
Student entry	20
Combinations of entry	20
Age	20
Resitting the qualification	20
Access arrangements, reasonable adjustments and special consideration	21
Equality Act 2010 and Pearson equality policy	22
Malpractice	23
Language of assessment	24
Other information	25
Guided Learning Hours (GLH)	25
Student recruitment	25
Prior learning and other requirements	25
Progression	26
Codes	26
Support, training and resources	27

Specification at a glance

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

The Pearson LCCI Level 3 Certificate in Marketing (VRQ)	
<ul style="list-style-type: none"> Externally assessed. 	100% of the total qualification
<p>Overview of content</p> <ol style="list-style-type: none"> The nature and role of marketing Marketing research, analysis and decision Marketing implementation, strategies and tactics Services and relationship marketing International and global marketing Marketing, IT and the internet. 	
<p>Overview of assessment</p> <ul style="list-style-type: none"> One written, externally-set and marked paper, contributing 100% of the overall grade of the qualification. The examination will be 3 hours. Question 1 will be compulsory and must be answered by all candidates Candidates should then attempt 4 other questions from a choice of 9 All questions carry equal marks At least two questions will require an answer in the form of a report The examination will consist of 100 marks. Students will be graded Pass/Merit/Distinction. A result of Fail will be recorded where students do not achieve the required marks for a Pass. <p>Coverage of Syllabus Topics in Examinations</p> <p>The compulsory topic will always be set from syllabus topic 3 and 4.</p> <p>There will be at least 3 full or part questions set on syllabus topic 3 in every examination paper in addition. Questions on the remaining syllabus topics will appear in examination papers at regular intervals.</p> <p>Assessment Matrix</p> <p>Recall of knowledge – 40% assessment weighting</p> <p>Application of Knowledge – 60% assessment weighting</p>	

The Pearson LCCI Level 3 Certificate in Marketing (VRQ)

Answer Formats

Unless otherwise requested, candidates will be asked to provide answers in one or more of the following formats:

- Concise, short paragraph essay style
- Bullet points
- Report format.

Appropriate marketing language should be used with relevant diagrams drawn neatly, with a ruler and correctly labelled, and be large enough to be clearly understood by the examiner.

Mark Allocation

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

In each examination, candidates will be allocated marks as follows:

- marks are allocated in line with the instructions given with each question, in respect of relevant and specific knowledge demonstrated and providing the answer in the specified format.
- marks are not deducted for syntax errors, except where these cause a failure to communicate.

Candidate Performance Measurement

Pass 50%, Merit 60%, Distinction 75%

Recommended Reading List and Support Materials

Cartwright & Brooks – *How to Pass Marketing Level 3, 2nd edition* (LCCI)

ISBN-10: 1 86247 048 0

Dibb, Simpinkin, Pride & Ferrell – *Marketing* (Houghton-Mifflin)

ISBN-10: 0 39596 2447

David Jobber – *Principles and Practice of Marketing* (McGraw Hill)

ISBN-13: 10 007 7114159

Brassington & Pettitt – *Principles of Marketing* (Pitman Publishing)

ISBN-10: 0 273 60513 5

Support Material

Support materials for the LCCI Level 3 Certification in Marketing include:

- Examiners' Annual Qualification Reports
- Past question papers with model answers
- Teaching Best Practice DVD

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

Knowledge, skills and understanding

Content

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

1 The nature and role of marketing

Subject content	Students should:
1.1 What is marketing	a) supply appropriate definitions of marketing (CIM, AMA) (an explanation of the key words and how they are translated into marketing actions or functions)
	b) explain the main marketing concepts
	c) give examples of the exchange process
	d) differentiate between customer-driven and product-driven approaches
	e) describe product and sales plans (what they are, what is their purpose, who compiles them, when)
1.2 Market awareness	a) trace the development of marketing from self-sufficiency to modern commercial activities
	b) identify and explain ethical considerations in respect of: <ul style="list-style-type: none">• advertising (what, to whom, when, where, how)• sales promotions (legal implications as well)• product quality/packaging/obsolescence• pricing• consumer manipulation
1.3 Profit and non-profit organisations	a) identify and describe the four different typologies of businesses
	b) explain the operational motivations of each type of business
	c) identify and explain the role of marketing in each (applied to given examples)

Subject content	Students should:
1.4 Environmental analysis	a) demonstrate the use and importance of the analytical tools: <ul style="list-style-type: none"> • STEEPLE • PEST
	b) supply examples of types of questions that need to be answered (stability of government, rates of inflation, levels of education, income per capita, levels of technology, etc.)
	c) explain and demonstrate the MOA market opportunity analysis (MOA) matrix
	d) demonstrate the use and importance of a SWOT (strengths, weaknesses, opportunities and threats) analytical tool: <ul style="list-style-type: none"> • to explain what it is • explain how and when it is used • demonstrate how SW is internal and OT is external • provide a worked example of a SWOT analysis
	e) explain areas of competitor analysis: <ul style="list-style-type: none"> • identify stages of competition (intra, inter, generic, etc.) • perform an actual market competitor analysis • describe different types of competitors (tiger, defender, unpredictable, etc.)
1.5 The market audit	a) provide a definition and explain what is meant by a market audit
	b) explain the function of a marketing audit
	c) identify relevant areas to be examined
	d) relate the relevant questions to be answered (with a worked example) in a market audit
1.6 User values – discovering and monitoring	a) differentiate between benefits and needs
	b) provide examples of matching needs to benefits
	c) explain the concepts of value and the supply chain

Subject content	Students should:
1.7 Marketing department	a) identify and explain the structure of different types of marketing departments (with the relevant diagrams)
	b) describe the various roles, duties and responsibilities that may be found in a marketing department
	c) identify various types of agencies and consultancies that might be used by a marketing department
	d) give suitable examples of the various roles and duties carried out by agencies
	e) explain the process of briefing agencies
	f) provide worked examples of briefing agencies in action

2 Marketing research, analysis and decision

Skills	Students should:
2.1 Market and marketing research	a) provide a suitable definitions and explanation of marketing research
	b) give relevant reasons for carrying out research
	c) explain different types of research (competitor, sales, promotional, etc.)
	d) describe the proposal and research plan
	e) identify and explain different examples of methods used for collecting data
	f) differentiate and explain different types of data (with examples): <ul style="list-style-type: none"> • primary research • secondary research • quantitative research • qualitative research
	g) identify some of the advantages and disadvantages of each type of data
	h) provide examples of different sampling methods
	i) use relevant diagrams and methods to show how data/information can be presented
	j) explain the differences between (with examples): <ul style="list-style-type: none"> • tracking study • omnibus study • ad hoc research
	k) explain the use of a Marketing Intelligence System (MkIS) (what they are, how they are compiled, who uses them, etc.)

Skills	Students should:
2.2 Segmentation	<ul style="list-style-type: none"> a) give a suitable definition and explain the definition b) explain the importance of segmentation c) identify and explain various criteria for evaluating a segment d) identify and explain various bases for segmentation (and be able to apply them to relevant examples) e) interpret the importance of the family life cycle (FLC) f) identify suitable methods of industrial segmentation g) define what is meant by positioning and demonstrate its use with practical examples h) explain target marketing and its importance i) describe the relationships between targeting and positioning
2.3 Market planning	<ul style="list-style-type: none"> a) explain the importance of the mission statement with various examples b) identify marketing's role in corporate strategy (the five elements it offers) c) use the MOST (mission, objectives, strategy, tactics) model to explain marketing strategy and apply to a relevant example d) explain the relevance and use of the Ansoff matrix e) describe the relevance of SMART in relation to objectives f) discuss the decision-making process (explained with diagrams)
2.4 Consumer basics	<ul style="list-style-type: none"> a) provide a suitable diagram of a communications model (highlighting with examples the effect of noise in the process) b) discuss the relevance of motivation theory (Maslow) c) describe the problem recognition and information search process d) give examples of a consumer (or family) decision-making unit (DMU) e) explain the purchase decision-making process (DMP) and provide a relevant diagram

Skills	Students should:
2.5 Industrial market basics	a) compare the differences between the business-to-business and the business to consumer markets
	b) identify and explain types of buying in business-to-business markets and their implications for marketing
	c) identify the members of a business DMU
	d) explain the key roles of each member of the DMU
	e) give examples of the marketing information that will be needed for different members of the DMU

3 Marketing implementation, strategies and tactics

Skills	Students should:
3.1 The marketing mix	a) link the 4 Ps and the 4 Cs
	b) identify suitable reasons for moving to the 4 Cs
	c) explain the application of the 4 Cs across various sectors
	d) use the marketing mix in strategic and tactical planning
	e) demonstrate the adoption of the marketing mix to individual organisations
3.2 Product/service – customer value	a) provide an analysis of a product (using the onion model)
	b) explain and demonstrate the new product development (NPD) process: <ul style="list-style-type: none"> • why are they developed • types (new to the world, modifications etc.) • how ideas can be derived
	c) explain the product life cycle (PLC), the dynamic PLC and provide relevant diagrams
	d) describe the theory of the balance PLC portfolio
	e) explain what is meant by a product portfolio <ul style="list-style-type: none"> • the BCG matrix, public sector matrix • correlating the BCG with the PLC
	f) explain the implications of TQM for marketing
3.3 Price – Cost	a) describe the relationships between price, cost and value
	b) identify the internal and external factors influencing pricing decisions
	c) demonstrate the importance of the quality price matrix
	d) provide brief outlines of fixed, variable and marginal costs
	e) demonstrate break-even analysis using appropriate diagrams
	f) identify and explain the use of various pricing strategies
	g) identify and explain the use of various pricing tactics
	h) explain the concept and practice of price wars and their consequences: <ul style="list-style-type: none"> • advantages and disadvantages of such • tactics that could be adopted in a price war

Skills	Students should:
3.4 Place – convenience	a) demonstrate and explain the traditional channels of distribution, using relevant diagrams
	b) identify and explain changes in channels of distribution
	c) describe push/pull strategies
	d) describe various channel relationships that may exist
	e) explain the logistics of supply
	f) identify various implications of just in time (JIT) for original equipment manufacturers (OEMs)
	g) explain what is meant by vertical/horizontal integration
	h) identify and explain the importance of place as a specific feature of services
3.5 Promotions – communication	a) define and explain the integrated promotions mix
	b) explain the importance of feedback: <ul style="list-style-type: none"> • type • how gathered
	c) define and explain what is meant by a unique selling point/proposition (USP)
	d) explain what is meant by above and below the line promotions
	e) set promotional objectives
	f) describe various promotions and their relevance and importance to targeting and positioning
3.6 Public relations	a) define and explain what is meant by public relations (PR)
	b) identify and explain the role of PR in communications: <ul style="list-style-type: none"> • stakeholders • the transfer process
	c) explain the role of PR in marketing (favourable and unfavourable market conditions)
	d) differentiate between PR, advertising, publicity and propaganda
	e) demonstrate the use of PR in crisis situations
	f) explain what is meant by sponsorship and exhibitions

Skills	Students should:
3.7 Advertising	a) define and explain what is meant by advertising
	b) identify the roles and purposes of advertising
	c) explain the implications of the AIDA model (awareness, interest, desire, action)
	d) give examples of different types of advertising
	e) identify and explain different types of media – comparison and evaluation
	f) assess the effectiveness of advertising
	g) explain the concept and practice of targeted advertising
3.8 Sales promotion	a) define and explain what is meant by sales promotion
	b) identify various types of sales promotions with the liberal use of practical examples
	c) identify various reasons for using sales promotions
	d) give relevant advantages and disadvantages of sales promotions
	e) explain the benefits to the organisation and the customer of sales promotions
3.9 Direct mail – database marketing	a) define and explain what is meant by database marketing
	b) offer the major reasons for the growth of database marketing
	c) explain how database lists are compiled or bought giving the advantages and disadvantages of each method
	d) identify and explain the considerations for compiling and conducting such a marketing campaign
3.10 Personal selling	a) define and explain what is meant by personal selling
	b) explain the use and value of personal selling in different markets or sectors
	c) identify and explain the various sales objectives an organisation may have
	d) identify and explain different motivational methods for a sales force
	e) explain different measurement methods of sales achievement (input/output methods)
	f) explain the practice of territory management for planning and control
	g) explain the importance of sales training for retailers, dealers and franchisees

Skills	Students should:
3.11 Packaging	a) identify and explain the roles of packaging
	b) give examples of different types of packaging
	c) identify legal requirements of packaging appropriate for your country
	d) explain the 'silent salesman' concept as a major role of packaging
	e) discuss current environmental issues and pressures for packaging
3.12 Branding	a) define and explain what is meant by a brand
	b) describe the branding decision process
	c) explain what is meant by brand equity
	d) demonstrate how brand image and personality is created through the marketing mix

4 Service and relationship marketing

Skills	Students should:
4.1 Service marketing	a) explain the differences between services and products
	b) describe how services are classified
	c) demonstrate the inseparability of services from marketing operations
4.2 Physical environment – confirmation	a) explain and demonstrate the links to corporate identity
	b) give examples of physical evidence, premises, uniforms, signage, etc.
	c) explain what is meant by ambience, atmosphere, semiotics, aesthetics
4.3 People – consideration	a) explain, with examples, what is meant by boundary staff
	b) identify and explain the role of boundary staff and their inseparability from the marketing process
	c) identify the role of the customer as part of the people element
	d) explain, with relevant examples, what is meant by staff empowerment
	e) explain briefly the recruitment, selection and training of staff process: <ul style="list-style-type: none"> • mandatory elements • desirable elements
4.4 Process – consideration and concern	a) explain the concept of the service factory as an essential part of the service process and delivery
	b) explain how organisations attempt to deliver the promise through the use of enabling facilities and processes
4.5 The After Market	a) define and explain what is meant by relationship marketing
	b) explain the importance of relationship marketing
	c) identify and explain a selection of elements employed in after (relationship) marketing

5 International and global marketing

Skills	Students should:
5.1 Market analysis	a) explain and demonstrate the use of STEEPLE, SWOT and DEPICT analytical tools in international markets
	b) describe the influence of culture, religion and language in international markets
	c) explain the importance and process of competitor and logistics research
	d) explain the process of carrying out market research and the associated problems in many international markets
5.2 Market entry methods	a) identify reasons why organisations seek international markets
	b) identify and explain direct entry methods
	c) identify and explain indirect entry methods
	d) describe the advantages and disadvantages of various entry methods
	e) explain the various power and control relationships in different entry methods
5.3 Marketing mix implications	a) explain the International Adaptation Model
	b) demonstrate how all the various components of the marketing mix may need to be altered or adapted with examples
	c) review the different pricing strategies for international markets
	d) explain what is meant by grey markets: <ul style="list-style-type: none"> • the dangers of such markets • combating or fighting grey markets • how organisations can exploit grey markets
5.4 Globalisation	a) define and explain what is meant by a global, multinational and international market
	b) identify and explain the implications for the marketing mix and branding
	c) explain the concept of 'think global – act local'
	d) discuss the theory of 'the borderless world'

6 Marketing, IT and the internet

Skills	Students should:
6.1 The use of IT and computers	a) explain what is meant by MIS (Management Information Systems) and MkIS (Marketing Intelligence Systems)
	b) identify the uses of computers in PR, advertising, database marketing, NPD etc
6.2 The internet	a) define and explain what the internet is
	b) explain what 'www' is
	c) differentiate between a website and web advertising
	d) identify various methods of advertising on the internet
	e) explain the website process: <ul style="list-style-type: none"> • types • registering, search engines • URLs/domain names
	f) explain how segmentation and profiling can be performed on the internet
	g) discuss the concepts of customer tracking, personalisation, community building
	h) demonstrate the phenomenon of one-to-one mass marketing on the internet
	i) explain the role of permission marketing
	j) describe what is meant by viral marketing and its importance in the communication process

Skills	Students should:
6.3 E-commerce	<ul style="list-style-type: none"> a) define and explain what is meant by e-commerce b) identify different types of e-commerce, B2B, B2C, B2G, G2C and C2C c) describe the 24/7 concept d) identify the implications for retailing and retailers of e-commerce e) explain what is meant by cyber shops, cyber malls, and clicks and mortar operations f) identify various types of e-commerce activities – linked to website type g) identify and explain the benefits of e-commerce to organisations h) identify and explain the benefits and the fears of e-commerce to consumers i) identify security problems related to transactions and how organisations might deal with these j) demonstrate how organisations might measure the success of an e-commerce operation
6.4 Marketing mix implications for e-commerce	<ul style="list-style-type: none"> a) identify and explain how any, some or all of the elements of the marketing mix may need to be altered or adapted for an e-commerce/internet retailing operation

Assessment

Assessment summary

Pearson LCCI Level 3 Certificate in Marketing

Number of series: OD until 31-Dec-2019

Availability: Last assessment 31-Dec-2019

Overview of content

- 1 The nature and role of marketing
- 2 Marketing research, analysis and decision
- 3 Marketing implementation, strategies and tactics
- 4 Services and relationship marketing
- 5 International and global marketing
- 6 Marketing, IT and the internet.

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.
- Question 1 will be compulsory and must be answered by all candidates
- Candidates should then attempt 4 other questions from a choice of 9
- All questions carry equal marks
- At least two questions will require an answer in the form of a report
- The examination will consist of 100 marks.
- Students will be graded Pass/Merit/Distinction. A result of Fail will be recorded where students do not achieve the required marks for a Pass.

Coverage of Syllabus Topics in Examinations

The compulsory topic will always be set from syllabus topic 3 and 4.

There will be at least 3 full or part questions set on syllabus topic 3 in every examination paper in addition. Questions on the remaining syllabus topics will appear in examination papers at regular intervals.

Assessment Matrix

Recall of knowledge – 40% assessment weighting

Application of Knowledge – 60% assessment weighting.

The Pearson LCCI Level 3 Certificate in Marketing (VRQ)

Answer Formats

Unless otherwise requested, candidates will be asked to provide answers in one or more of the following formats:

- Concise, short paragraph essay style
- Bullet points
- Report format.

Appropriate marketing language should be used with relevant diagrams drawn neatly, with a ruler and correctly labelled, and be large enough to be clearly understood by the examiner.

Mark Allocation

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

In each examination, candidates will be allocated marks as follows:

- marks are allocated in line with the instructions given with each question, in respect of relevant and specific knowledge demonstrated and providing the answer in the specified format.
- marks are not deducted for syntax errors, except where these cause a failure to communicate.

Candidate Performance Measurement

Pass 50%, Merit 60%, Distinction 75%

Recommended Reading List and Support Materials

Cartwright & Brooks – *How to Pass Marketing Level 3, 2nd edition* (LCCI)
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Dibb, Simpinkin, Pride & Ferrell – *Marketing* (Houghton-Mifflin)
ISBN-10: 0 39596 2447

David Jobber – *Principles and Practice of Marketing* (McGraw Hill)
ISBN-13: 10 007 7114159

Brassington & Pettitt – *Principles of Marketing* (Pitman Publishing)
ISBN-10: 0 273 60513 5

Support Material

Support materials for the LCCI Level 3 Certification in Marketing include:

- Examiners' Annual Qualification Reports
- Past question papers with model answers
- Teaching Best Practice DVD.

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

Aims of assessment

The examination will assess the candidate's ability to:

- Demonstrate a broad knowledge and understanding of the facts, terms, principles, and definitions and concepts of marketing
- Apply the above knowledge and understanding to real-life marketing scenarios
- Illustrate understanding with real and/or created marketing examples
- Communicate this knowledge and understanding using the correct reporting formats used in business.

Entry and assessment information

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

Student entry

Details on how to enter students for the examination for this qualification can be found on our website: qualifications.pearson.com/lcci

Combinations of entry

There are no forbidden combinations of entry for this qualification.

Age

The qualification is intended for learners aged 16 and above.

Resitting the qualification

Students can resit the examination for Pearson LCCI Level 3 Certificate in Marketing (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

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 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

Equality Act 2010 and Pearson equality policy

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

We are committed to making sure that:

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

You can find details 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

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

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). The form can be emailed to 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). The form, supporting documentation

and as much information as possible can be emailed to 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

Language of assessment

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

Other information

Guided Learning Hours (GLH)

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 Marketing we recommend 140–160 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.

Student recruitment

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

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

Prior learning and other requirements

There are no formal entry requirements for this qualification.

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

Progression

Successful students, who obtain a pass in the Pearson LCCI Level 3 Certificate in Marketing, will be eligible to apply to the Chartered Institute of Marketing (CIM) for entry to the Professional Certificate in Marketing course.

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

Codes

The subject code for Pearson LCCI Level 3 Certificate in Marketing (VRQ) is: ASE3025. The subject code is used by centres to enter students for a qualification.

Support, training and resources

Training

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

Specifications, sample assessment materials and teacher support materials

The Pearson LCCI Level 3 Certificate in Marketing (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

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For more information on Pearson and LCCI qualifications please
visit our website: <http://qualifications.pearson.com/en/qualifications/lcci.html>

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