



Pearson LCCI Level 3 Certificate in Selling and Sales Management (VRQ) (ASE3030)

Specification (Extended)

First teaching from 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 our 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 Selling and Sales Management (VRQ) qualification are to enable students to develop:

- selling skills and techniques
- an understanding of sales administration
- an ability to manage the sales process
- an appreciation of sales records analyses.

This qualification is intended for those who are working, or are preparing to work, in sales and require knowledge and understanding of selling techniques and how to manage the sales process. They should be familiar with:

- modern selling techniques
- day-to-day sales activities in business
- changes in technology and innovations affecting sales activities.

Successful students who also obtain passes from two different LCCI IQ Level 3 subjects (from the pool of subjects listed in the Group Awards section of the Guide to LCCI IQ examinations) *in one series of examinations* **or** *with the required single subjects gained On Demand within three calendar months of the first examination date* will be eligible for an LCCI IQ Level 3 Group Diploma.

Successful students who also obtain passes from two different LCCI IQ Level 3 subjects chosen from Certificate in Marketing, Certificate in Customer Service, Certificate in Advertising or Certificate in Public Relations *within a period of 24 months* will be eligible for the LCCI IQ Level 3 Diploma in Marketing.

Contents

Specification at a glance	1
Knowledge, skills and understanding	5
Content	5
Assessment	15
Assessment summary	15
Aims of assessment	18
Entry and assessment information	19
Student entry	19
Combinations of entry	19
Age	19
Resitting the qualification	19
Access arrangements, reasonable adjustments and special consideration	20
Equality Act 2010 and Pearson equality policy	21
Malpractice	22
Language of assessment	23
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 Selling and Sales Management (VRQ) consists of one externally-examined paper.

Pearson LCCI Level 3 Certificate in Selling and Sales Management (VRQ)	
<ul style="list-style-type: none"> Externally assessed. 	100% of the total qualification
<p>Overview of content</p> <p>Part A Selling</p> <p>A1 Role of selling</p> <p>A2 Selling objectives</p> <p>A3 Selling process</p> <p>A4 Promotional mix (P)</p> <p>A5 Buying process</p> <p>A6 Tactical sales plan</p> <p>Part B Sales Management</p> <p>B7 Managing the sales office</p> <p>B8 Sales management controls</p> <p>B9 Salesforce recruitment and training</p> <p>B10 International selling</p> <p>B11 Legal and ethical sales issues</p>	
<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 At least one question will require an answer in the form of a report All questions are worth 20 marks each 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. 	

Pearson LCCI Level 3 Certificate in Selling and Sales Management (VRQ)

Coverage of Syllabus Topics in Examinations

The compulsory question in each examination paper will be drawn primarily from Syllabus Topic A6 Selling. In addition, there will be at least one question or part of a question from Syllabus Topics 1 to 11:

Part A Selling

	<u>Topic areas</u>	<u>percentage weighting factors</u>
A1	Role of selling	5%
A2	Selling objectives	5%
A3	Selling process	5%
A4	Promotional mix (P)	5%
A5	Buying process	5%
A6	Tactical sales plan	15%
		Total 40%

Part B Sales Management

	<u>Topic areas</u>	<u>percentage weighting factors</u>
B7	Managing the sales office	15%
B8	Sales management controls	15%
B9	Salesforce recruitment and training	15%
B10	International selling	10%
B11	Legal and ethical sales issues	5%
		Total 60%

Candidates must be aware that the use of the words 'selling' and 'sales management' is meaningless in this examination unless these terms are defined and qualified by naming specific products or services and by identifying the sellers and naming the purchasers.

Mark Allocation

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.

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

Answer Format

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

- bullet points
- report format
- concise essay style

Pearson LCCI Level 3 Certificate in Selling and Sales Management (VRQ)

Appropriate selling and marketing language should be used, with relevant diagrams properly labelled.

If requested to answer in a report format, candidates will need to structure their report with headings and sub-headings. The report should have at least three sections: an introduction, a main section and a conclusion or recommendations.

The introduction should indicate the purpose of the report and for whom it is intended.

The main section should use a concise essay style or bullet points.

The report needs to finish with a conclusion which should include candidate recommendations.

Candidate Performance Measurement

Pass 50%, Merit 60%, Distinction 75%

Recommended Reading List and Support Material

R D Blackwell, J F Engel and Miniard — *Consumer Behaviour, 10th Edition* (South-Western, Div of Thomson Learning, 2005) ISBN-13: 978-0324378320

G G Scott — *Effective Selling and Sales Management* (iUniverse, 2007) ISBN-13: 978-0595464869

M W Johnston — *Relationship Selling and Sales Management* (Mcgraw Hill Higher Education, 2008) ISBN-13: 978-0071101080

G Lancaster and D Jobber — *Selling and Sales Management, 7th Edition* (Financial Times/ Prentice Hall, 2005) ISBN-13: 978-0273695790

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

Model answers and past question papers 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.

Part A Selling

'Selling': by definition is the sum total of skills involved in the transfer of goods and services from a seller to a purchaser, profitably.

1 The role of selling for profit while retaining competitive advantage

Subject content	Students should:
1.1 Explain selling by business to business (B2B)	a) Describe the methods of selling business to business, to industrial decision-making units (DMUs)
1.2 Understand selling by business to customer (B2C)	a) Explain selling to customers by traditional methods, the internet and call centres
1.3 Explain contract selling business to government (B2G)	a) Outline the main features of selling by contract
1.4 Understand selling to non-profit-making organisations	a) Describe selling to non-profit-making organisations: charities, hospitals, schools, colleges and universities
1.5 Explain selling by customer to customer (C2C)	a) Explain private person-to-person selling methods through local advertising, group selling and use of eBay
1.6 Understand listening skills for salespersons	a) Learn how to develop listening skills

Subject content	Students should:
1.7 Explain different methods of sales communication	a) Demonstrate the use of telecommunications: telephone, mobile phone and the use of call centres
	b) Practise writing reports, memorandum and precise letter formats
	c) Use the internet for selling by means of emails, websites and interactive competitions

2 Setting sales objectives

Skills	Students should:
2.1 Setting sales objectives	a) Set MOST selling objectives – sales mission, objectives, strategies and tactics
	b) Describe customer research using analytical tools – SWOT: strengths, weaknesses, opportunities, threats
	c) Explain an environmental audit – STEEPLE: <ul style="list-style-type: none"> • social/cultural • technological, product innovation • economic/market competition • education, training and employment • political • legal • environmental protection, health and safety issues

3 Practise and demonstrate the key steps in the personal selling process

Skills	Students should:
3.1 Practise and demonstrate the key steps in the personal selling process	a) State the alternative openings
	b) Show the importance of the presentation and demonstration – identification of customer needs
	c) Deal with objections – verbal and non-verbal signals
	d) Explain negotiating skills – quality service to offset price reduction
	e) Close the sale – win-win situations
	f) Follow-up – customer retention and maintenance of goodwill

4 The role of selling within the marketing promotional mix (P)

Skills	Students should:
4.1 Understand the selling support from the communication mix	a) State when to use advertising and direct mail – direct marketing for face-to-face and telesales opportunities
	b) Describe the importance of public relations – reinforce goodwill
	c) Identify when to use sales promotions – offer incentives for customers to buy
	d) Explain publicity – inform the public of goods and services available
	e) Describe how exhibitions, trade shows and trade fairs operate – communicate with all customer categories
	f) Outline the value of sponsorship – be seen to support local events
4.2 Brands and branding techniques	a) Demonstrate the power of brands and branding techniques
4.3 The process of customer retention	a) Illustrate the processes for retaining customers
4.4 Delivering a seamless customer experience	a) Explain how to work with the customer

5 The buying process

Skills	Students should:
5.1 Customer buying processes	a) Define the Jobber and Lancaster format – unawareness, awareness, comprehension, purchase
	b) Define the Kotler format – need recognition, information gathering, evaluation of alternatives, purchase decision, post-purchase
	c) Analyse research procedures and patterns of consumer buying behaviour
	d) Explain distribution channels, problems and limitations of sourcing products and services, cooperatives, chain and department stores, independents and small retail businesses
	e) Explain the role in selling of manufacturers, suppliers, growers, distributors and service providers (Stage 1)
	f) Explain the role in selling of intermediaries, wholesalers, representatives, agents and large supplier organisations, bulk buys, and DMUs (Stage 2)
	g) Explain the role in selling of retail stores, chains, cooperatives, department and independents (Stage 3)
	h) Explain the role in selling of e-commerce, e-business, email, database operations, call centres and the expanding role of the internet in selling (Stage 4)
	i) Explain channels of distribution – merchandising, logistics and physical distribution management
	j) Examine the relationships between buyers and sellers

6 Tactical sales plans

Skills	Students should:
6.1 Consumer and organisational selling	a) Explain the difference between consumer and organisational selling
6.2 Relationship selling	a) Outline how to design and implement effective customer relations b) Explain total quality management (TQM) – quality products and services, and just-in-time (JIT) management c) Describe reverse selling – persuading suppliers to provide exact specifications d) Explain the importance of effective customer relationships and the concept of added value e) Explain electronic trading, design of websites, interactive, transactional and online
6.3 Procedures for establishing a tactical sales plan for a sales territory	a) Prepare a tactical sales plan for each role described in Sections 1.1 to 1.5

Part B Sales management

'Sales management': by definition is the planning, organising and controlling of the skills involved in the transfer of goods and services from a seller to a purchaser, profitably.

7 Managing the sales office

Skills	Students should:
7.1 The sales manager	a) Explain the multiple roles of the sales manager
7.2 Sales office	a) Describe the functions of administration
7.3 Territory organisation	a) Illustrate the importance of reports and communication
7.4 Sales targets	a) Calculate and set sales targets, territory coverage and call rate frequencies
7.5 The management of organisational accounts	a) Explain the difference between re-buy, modified re-buy and new customer accounts
7.6 Standards of sales practice	a) Describe the methods of setting standards of sales practice
7.7 Methods of setting prices	a) Set prices to include calculations of advertising and promotional support costs
7.8 Segmentation and targeting	a) Explain methods of segmenting and targeting customer accounts
7.9 Key customer contracts	a) Describe the methods of managing key customer contracts
7.10 Management of customer services	a) Describe how to create a customer-centred organisational culture

8 Sales management controls

Skills	Students should:
8.1 Sales forecasting techniques	a) Describe the quantitative and qualitative techniques
8.2 Sales budgeting	a) Explain the importance of effective sales budgeting
8.3 Salesforce evaluation	a) Calculate and evaluate alternative solutions for salesforce coverage and performance
8.4 Salesforce salaries and compensation	a) Analyse and evaluate salesforce remuneration and expenses
8.5 Sales conferences and exhibitions	a) Organise and assemble sales conferences and exhibitions
8.6 Sales reports	a) Direct the salesforce campaign by evaluating sales reports
8.7 Salesforce incentives and discipline	a) Operate salesforce incentives, discipline and dismissal
8.8 Customer databases	a) Compile and maintain a customer database

9 Salesforce recruitment and training

Skills	Students should:
9.1 Profiles, job descriptions and specifications	a) Prepare a salesperson's profile, job specification and job description
9.2 Sales interviews	a) Demonstrate methods of conducting personnel interviews for new recruits and general salespersons
9.3 Training methods for personal selling	a) Describe on-the-job and off-the-job training
	b) Explain the benefits of lectures and seminars
	c) Explain the benefits of films, videos and DVDs
	d) Describe role-playing exercises and their benefits
	e) Show the value of case studies
9.4 Telesales operations and call centres	a) Describe training methods for telesales operations and call centres

10 International selling

Skills	Students should:
10.1 International sales organisations and opportunities	a) Outline the value of agents
	b) Outline the value of distributors
	c) Identify when to use export houses
	d) Explain joint ventures
	e) Explain licensing
	f) Demonstrate the importance of overseas subsidiaries

11 Legal and ethical issues in selling

Skills	Students should:
11.1 Legal terms	a) Explain the terms and legal standing of a contract of sale, guarantee and warranty
11.2 Terms and conditions of sale	a) Cite examples of remedies available to resolve problems between seller and customer concerning terms and conditions of sale
11.3 Illegal sales methods	a) Illustrate illegal sales methods of bribery, deception, the hard sell, reciprocal buying and pyramid selling
11.4 Data protection	a) Define the legalities of data protection
11.5 Ethical issues	a) Determine the boundaries of acceptable selling practice
	b) Distinguish between legal and ethical issues
11.6 Health and safety regulations	a) Explain the application of health and safety regulations for the salesforce

Assessment

Assessment summary

Pearson LCCI Level 3 Certificate in Selling and Sales Management (VRQ)

Number of series: OD until 31-Dec-2019

Availability: Last assessment 31-Dec-2019

Overview of content

Part A Selling

- A1 Role of selling
- A2 Selling objectives
- A3 Selling process
- A4 Promotional mix (P)
- A5 Buying process
- A6 Tactical sales plan

Part B Sales management

- B7 Managing the sales office
- B8 Sales management controls
- B9 Salesforce recruitment and training
- B10 International selling
- B11 Legal and ethical sales issues

Overview of assessment

- One written, externally-set and marked paper, contributing 100% of the overall grade of the qualification.
- The examination will be 3 hours.
- Question 1 will be compulsory and must be answered by all candidates
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A5	Buying process	5%
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	Total 40%	

Part B Sales Management

	<u>Topic areas</u>	<u>percentage weighting factors</u>
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B10	International selling	10%
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Candidate Performance Measurement

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Support Material

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

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- Past question papers with model answers
- Teaching Best Practice DVD

Model answers and past question papers 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 an understanding of selling within an organisation
- design and implement a sales plan
- appreciate the relationship between selling, marketing and other business functions
- manage and control a sales force
- make effective sales decisions

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 Selling and Sales Management (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, qualifications.pearson.com/en/support/support-topics/exams/special-requirements.html

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 Selling and Sales Management (VRQ) we recommend 120–160 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. However, their knowledge of specialist Sales and Marketing terminology should be equivalent to Level 3 in terms of vocabulary. This will support access to the assessment materials and students will be able to communicate responses effectively.

Progression

Successful students who also obtain passes from two different LCCI IQ Level 3 subjects (from the pool of subjects listed in the Group Awards section of the Guide to LCCI IQ examinations) *in one series of examinations* **or** *with the required single subjects gained On Demand within three calendar months of the first examination date* will be eligible for an LCCI IQ Level 3 Group Diploma.

Successful students who also obtain passes from two different LCCI IQ Level 3 subjects chosen from Certificate in Marketing, Certificate in Customer Service, Certificate in Advertising or Certificate in Public Relations *within a period of 24 months* will be eligible for the LCCI IQ Level 3 Diploma in Marketing.

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 Selling and Sales Management (VRQ) is: ASE3030. The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.

Support, training and resources

Training

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

Specifications, sample assessment materials and teacher support materials

The Pearson LCCI Level 3 Certificate in Selling and Sales Management (VRQ) sample assessment materials can be downloaded from qualifications.pearson.com

To find a list of all the support documents available please visit qualifications.pearson.com

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For more information on Pearson and LCCI qualifications please
visit our website: uk.pearson.com/lcciinternational

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