



Pearson LCCI Level 3 Certificate in Digital Marketing and Analytics (ASE20202)

SPECIFICATION

First teaching from January 2019



Edexcel, BTEC and LCCI qualifications

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Acknowledgements

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification's development.

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Introduction

LCCI qualifications

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

This new and engaging range of qualifications has been developed in collaboration with professional bodies, employers and customers. We have carried out an in-depth, independent consultation to ensure that the qualifications develop the breadth and depth of knowledge, skills and understanding that students need to be effective employees, and that they support progression pathways.

There is a wide range of LCCI qualifications available at Levels 1 to 4 across the following subject areas:

- Business
- English Language
- Financial and Quantitative
- Marketing.

This specification is part of the Marketing suite of LCCI qualifications.

Purpose of the specification

This specification sets out:

- the objectives of the qualification
- any other qualification(s) that a student must have completed before taking the qualification
- any prior knowledge and skills that 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.

Rationale

The Pearson LCCI Level 3 Certificate in Digital Marketing and Analytics meets the following purposes:

- to develop students' knowledge and understanding of the use of digital marketing by exploring the basics of digital marketing and what is expected in order to be successful in a specialised digital marketing role
- to give a sound knowledge of current trends and changes in digital marketing and how they have had an impact on the use of digital marketing techniques
- to apply subject content to real-life marketing scenarios
- to prepare students in furthering their careers in digital marketing, including students who are seeking a supervisory role in digital marketing and those who are seeking a career in digital marketing.

Qualification aim

There are no qualifications other than this Pearson LCCI Level 3 Certificate in Digital Marketing and Analytics that specialise solely in digital marketing and there are none offered at this level, size and duration that give students the vocational skills for which LCCI qualifications are known.

This qualification is suitable for those who are already working in the marketing industry and looking to progress to the specialised area of digital marketing, and for those looking to progress their career opportunities to the next level. The qualification is also suitable for those looking for a career change to digital marketing from another field.

This qualification helps students to progress their careers into mid-management by giving them sound knowledge of digital marketing and analytics. The qualification will introduce them to digital marketing strategy and planning, current trends and how digital marketing influences the marketing industry and wider business.

The qualification aims to enable students to develop knowledge and understanding of the main features of the digital marketing environment and the key challenges and risks associated with digital marketing. Students will learn how digital marketing interrelates with the other marketing and business functions in an organisation.

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Specification at a glance

The Pearson LCCI Level 3 Certificate in Digital Marketing and Analytics (ASE20202) consists of one externally-examined paper.

Title: Pearson LCCI Level 3 Certificate in Digital Marketing and Analytics	
<ul style="list-style-type: none">Externally assessed.	100% of the total qualification
Overview of content <ul style="list-style-type: none">Understanding digital marketingDigital information, media, channels and devicesDigital marketing and the marketing mixDigital marketing analyticsChallenges and legal and ethical considerations in digital marketing	
Overview of assessment <ul style="list-style-type: none">One written, externally-set and marked paper, contributing 100 per cent of the overall grade of the qualification.The examination will be 3 hours.There will be two sections. Section A includes short-response questions and totals 30 marks. Section B includes contextualised questions and extended open-response questions and totals 70 marks.Students should answer questions.Questions comprise of multiple-choice, short open response and extended open response questions.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.	

Knowledge, skills and understanding

Content

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

1 Understanding digital marketing

Subject content	What students need to learn
1.1 The digital marketing environment	<p>Understand business markets, the characteristics of digital marketing and the trends affecting digital marketing.</p> <ul style="list-style-type: none">• Market type:<ul style="list-style-type: none">○ Business-to-Consumer (B2C)○ Business-to-Business (B2B).• Market reach:<ul style="list-style-type: none">○ mass markets○ niche markets.• Characteristics of digital marketing:<ul style="list-style-type: none">○ uses digital platforms – a set of tools built on cloud technology that makes the development of applications easy○ uses software to automate marketing processes<ul style="list-style-type: none">– triggers emails/social media posts– uses algorithms to personalise advertising– adds dynamic content based on user profiles– gathers purchasing data○ takes place in real-time○ fast-paced○ inexpensive○ geographically independent.• Trends:<ul style="list-style-type: none">○ social factors○ technological developments

Subject content	What students need to learn
	<ul style="list-style-type: none"> ○ technological growth ○ access and usage of the internet <ul style="list-style-type: none"> – number of users – demand for information – technology-enabled services ○ use of mobile technologies, devices and applications (apps) <ul style="list-style-type: none"> – smartphones and smartwatches – laptops, tablets and netbook computers – computers – gaming devices – smart TVs.
<p>1.2 Marketing objectives and organisational goals</p>	<p>Understand marketing objectives and how they help an organisation to achieve its goals.</p> <ul style="list-style-type: none"> ● Marketing objectives: <ul style="list-style-type: none"> ○ sales revenue growth ○ brand awareness ○ market entry ○ product differentiation ○ product development ○ attract new customers ○ encourage digital engagement ○ increase website traffic ○ develop relationships with existing customers.

Subject content	What students need to learn
1.3 Analysing the Digital Marketing Environment	<p>Understand how organisations analyse factors affecting their digital marketing strategies and why it is important for them to do so.</p> <ul style="list-style-type: none">• Factors affecting digital marketing strategies:<ul style="list-style-type: none">○ target market○ budget○ product○ in-house resources○ technology○ time.

2 Digital information, media, channels and devices

Subject content	What students need to learn
<p>2.1 Sources of digital information</p>	<p>Understand where digital information may be found by consumers and organisations, how this data can be used as a resource and how it influences decision making.</p> <ul style="list-style-type: none"> • Digital information sources and search results: <ul style="list-style-type: none"> ○ customer reviews ○ social media <ul style="list-style-type: none"> – following conversations – interactions with social media ○ comparison websites (aggregators) ○ company websites ○ statistics sites ○ e-journals ○ web crawlers ○ quality scores. • Use of data by organisations: <ul style="list-style-type: none"> ○ identification of gaps in markets ○ identification of changes in consumer habits and tastes ○ updating of web content ○ targeted marketing ○ planning campaigns.
<p>2.2 Digital media</p>	<p>Understand the main types of digital media and their advantages and disadvantages.</p> <ul style="list-style-type: none"> • Paid media – organisations pay to deliver content to an audience: <ul style="list-style-type: none"> ○ paid search advertisements (ads) ○ social media ads ○ sponsorships ○ display/banner ads.

Subject content	What students need to learn
	<ul style="list-style-type: none"> • Earned media – organisations try to earn coverage and exposure from reporters and influencers: <ul style="list-style-type: none"> ○ viral marketing ○ social media conversations ○ blog/vlogs ○ user-generated reviews. • Owned media – under the direct control of the organisation: <ul style="list-style-type: none"> ○ websites/mobile sites ○ newsletters ○ catalogues ○ blogs ○ email lists ○ applications (apps) and software.

Subject content	What students need to learn
<p>2.3 Effective digital marketing channels</p>	<p>Understand the types of digital marketing channels, their effectiveness and the factors to consider when deciding on an appropriate channel.</p> <ul style="list-style-type: none"> • Use of digital marketing channels to place and sell goods and services: <ul style="list-style-type: none"> ○ advertisers (sources) using digital channels to reach consumers (receivers). • Channels: <ul style="list-style-type: none"> ○ website <ul style="list-style-type: none"> – Search Engine Optimisation (SEO) – influencers – chatbots – Rich Site Summary (RSS) feeds – trusted feeds – podcasts – widgets ○ Search Engine Marketing (SEM) <ul style="list-style-type: none"> – Search Engine Optimisation (SEO) – organic search marketing – paid search advertising, pay-per-click (PPC) – banner adverts ○ social media <ul style="list-style-type: none"> – Online Public Relations (OPR) – photo, video and slide-sharing sites – viral marketing – blogs and vlogs – brand blogging – influencer marketing – social media advertising – social media endorsements ○ email marketing for attracting and retaining customers

Subject content	What students need to learn
	<ul style="list-style-type: none"> – opt-in email – cold email – co-branded email – conversion emails – e-newsletters – event triggered/behavioural emails – email sequencing. • Factors to consider when deciding on an appropriate channel: <ul style="list-style-type: none"> ○ ease of reaching target market ○ accessibility of information ○ speed of communication ○ communication with the customer ○ cost to the organisation ○ choice for customer ○ competitors' activities ○ brand image and development.

3 Digital marketing and the marketing mix

Subject content	What students need to learn
3.1 Using the marketing mix for digital marketing campaigns	<p>Understand how and why the marketing mix may be used in digital marketing, the interrelationship between the elements and be able to apply the digital marketing mix to given contexts.</p> <ul style="list-style-type: none">• Marketing Mix: Product, Price, Promotion, Place (4Ps)• Product<ul style="list-style-type: none">○ offering digital information or transaction services to existing customers○ targeting new customer segments by repackaging information and content○ bundling of physical and digital products○ pay-per-view/download○ digital only products• Price<ul style="list-style-type: none">○ price comparison aggregators○ differentiation of digital and store price○ search order of products according to price○ dynamic pricing○ price testing○ digital auctions○ subscriptions• Promotion<ul style="list-style-type: none">○ advertising○ selling○ sales promotion○ public relations○ sponsorship○ direct marketing○ location based marketing○ exhibitions○ merchandising○ word of mouth○ guerrilla marketing

Subject content	What students need to learn
	<ul style="list-style-type: none"> • Place <ul style="list-style-type: none"> ○ global reach ○ intermediation <ul style="list-style-type: none"> – marketing through third parties – syndication to third parties – selling products on another organisations' website ○ disintermediation <ul style="list-style-type: none"> – marketing direct to the customer – preventing other parties from selling products ○ payment place <ul style="list-style-type: none"> – own website – through third parties ○ localisation of information <ul style="list-style-type: none"> – language – specific cultural requirements ○ Virtual organisations <ul style="list-style-type: none"> – no fixed location – operates entirely digitally

Subject content	What students need to learn
<p>3.2 Push and pull marketing techniques</p>	<p>Understand push and pull marketing techniques, and their advantages and disadvantages.</p> <ul style="list-style-type: none"> • Push and pull marketing: <ul style="list-style-type: none"> ○ push – techniques to generate sales by providing information directly to a target audience <ul style="list-style-type: none"> – advertising – promotional campaigns – promotional discounts ○ pull – techniques to raise awareness and engagement by creating information that is attractive to the target audience <ul style="list-style-type: none"> – blogs/vlogs – SEO – online events.

4 Digital marketing analytics

Subject content	What students need to learn
4.1 Market research	<p>Understand the purpose of market research, the digital methods of collecting research data and the advantages and disadvantages of each.</p> <ul style="list-style-type: none">• Quantitative and qualitative market research data used to identify:<ul style="list-style-type: none">○ market size, structure and trends○ competitors and their activities○ possible market segments○ possible gaps in the market○ consumer/buyer behaviour○ customer satisfaction.• Primary digital sources:<ul style="list-style-type: none">○ web analytics○ keyword research○ social media○ digital surveys/questionnaires/polls○ interviews○ focus groups○ blog comments.• Secondary digital sources:<ul style="list-style-type: none">○ data companies○ newspapers○ reports/e-journals○ official statistics○ professional bodies○ industry, sector and market reports○ government data/reports○ online reviews.

Subject content	What students need to learn
<p>4.2 Measuring the success of digital marketing activities</p>	<p>Understand how and why organisations measure the success of digital marketing activities and the key metrics and performance indicators they use, and be able to select data in a given context to interpret the success of digital marketing activities and provide recommendations.</p> <ul style="list-style-type: none"> • Reasons for measuring the success of activities: <ul style="list-style-type: none"> ○ refinement and adaptation of marketing activities ○ budget allocation. • Tools used to collect, analyse and present measures of success: <ul style="list-style-type: none"> ○ dashboards ○ aggregators ○ web analytics. • Key metrics: <ul style="list-style-type: none"> ○ website <ul style="list-style-type: none"> – hit rate/visits (total) – unique visitors – bounce rate – exit rate – dwell time (stickiness) – click-through rate – download rates – visitor origin (country/region) – time of day – top page views – Pages Per Visit (PPV) – Daily Active Users (DAU) – Monthly Active Users (MAU) ○ emails <ul style="list-style-type: none"> – open rates – bounce backs – unsubscribes

Subject content	What students need to learn
	<ul style="list-style-type: none"> – times opened – read rate ○ social media – number of: <ul style="list-style-type: none"> – views – shares – followers – times a hashtag is used – emoticons. ● Key Performance Indicators (KPIs): <ul style="list-style-type: none"> ○ Return on Investment (ROI) ○ customer satisfaction and engagement ○ customer trends.

5 Challenges and legal and ethical considerations in digital marketing

Subject content	What students need to learn
<p>5.1 Challenges in digital marketing</p>	<p>Understand challenges in digital marketing and how they impact on marketing activities.</p> <ul style="list-style-type: none"> • Challenges: <ul style="list-style-type: none"> ○ SEO algorithms changing ○ digital platforms becoming obsolete ○ new digital platforms being introduced ○ cross-platform compatibility ○ increase in digital channels ○ handling large data volumes ○ cyber security.
<p>5.2 Legal and ethical issues affecting digital marketing activities</p>	<p>Understand legal and ethical issues and how they impact on digital marketing activities.</p> <ul style="list-style-type: none"> • Legal issues: <ul style="list-style-type: none"> ○ data protection <ul style="list-style-type: none"> – privacy and data collection – security and storage of customer information ○ intellectual property <ul style="list-style-type: none"> – trademarks – copyrights ○ advertising <ul style="list-style-type: none"> – unfair/deceptive advertising – spam. • Ethical issues: <ul style="list-style-type: none"> ○ opt-in/opt-out procedures ○ permissions ○ appropriateness of digital communications ○ tracking customer behaviour.

Note: Students must be aware of relevant legislation, regulations and codes of practice but specific legislation, regulations and codes of practice will not be assessed.

Delivery guidance

The qualification is not linked to any specific sector of business or workplace role. Teachers are, therefore, encouraged to use a variety of examples and scenarios drawn from different business sectors and the overall business environment.

Business scenarios and short case studies can be especially helpful when used with small-group work, since they will give students opportunities to work with their peers in identifying key issues and how they might be addressed. This is particularly useful when developing the skills needed to analyse different approaches to specific business contexts.

Teachers should encourage students to understand how digital marketing is used as part of a marketing plan and the elements and tools used when carrying out digital marketing activities. Students will explore the sources of digital information, digital media and digital marketing channels.

Students will also explore the use of digital marketing analytics in both market research and in measuring the success of digital marketing activities. They should be able to interpret data presented in different formats.

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

Assessment

Assessment summary

Pearson LCCI Level 3 Certificate in Digital Marketing and Analytics
<p>First teaching: January 2019</p> <p>First assessment: June 2019</p> <p>Number of series: 4</p> <p>Availability: April, June, September and November</p>
<p>Overview of content</p> <ul style="list-style-type: none">• Understanding digital marketing• Digital information, media, channels and devices• Digital marketing and the marketing mix• Digital marketing analytics• Challenges and legal and ethical considerations in digital marketing
<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.• The examination will consist of 100 marks.• There are two sections. Section A includes short-response questions and totals 30 marks. Section B includes contextualised questions and extended open-response questions and totals 70 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.• Students answer all questions from all sections.

Assessment Objectives

Students must:		% of qualification
AO1	Memorise Demonstrate knowledge of digital marketing activities, processes and concepts.	24
AO2	Demonstrate understanding Demonstrate understanding of relationships between digital marketing activities, concepts and their uses.	50
AO3	Analyse/evaluate information Analyse information or data and evaluate plans and activities in a digital marketing context to make reasoned inferences and judgements.	12
AO4	Make connections Make connections, apply and integrate digital marketing principles and concepts to make supported judgements or to create plans and make recommendations.	14
Total		100%

There will be a small tolerance applied to these target percentages to ensure that overall assessment difficulty is consistent across each series. The maximum range is +/- 2%.

Performance descriptors

Grade	Descriptor
Pass	<p>Students will have a sound understanding of key terms, processes and methodologies within digital marketing and will be able to recall and apply knowledge in familiar situations.</p> <p>They will be able to select and interpret data and apply knowledge of digital marketing metrics and techniques in given situations, making some decisions on valid applications and impact.</p> <p>They will be able to define and communicate key aspects of digital marketing processes, selecting appropriate actions in more simple and familiar contexts.</p> <p>They will have a sound understanding of the use of digital marketing channels in given business sectors.</p> <p>They will be able to produce simple/descriptive summaries on the effectiveness of digital marketing activities within familiar contexts.</p> <p>They will be able to relate the use of digital marketing processes and modern products to users and purposes.</p>
Distinction	<p>Students will be able to synthesise knowledge of digital marketing methodologies and the processes used to target different markets, bringing together understanding of technologies, techniques and metrics.</p> <p>They will be able to apply understanding of digital marketing processes to complex contexts.</p> <p>They will show depth of knowledge and development of understanding of digital marketing channels and technologies in different situations, being able to make effective judgements based on analysis of given information.</p> <p>They will be able to compare techniques, processes, and channels to evaluate alternatives and make recommendations.</p>

Entry and assessment information

Student entry

Details on how to enter candidates for the examination for this qualification can be found at: qualifications.pearson.com

The closing date for entries is approximately six weeks before the start of each examination series. Centres should refer to the published examination timetable for examination dates.

Combinations of entry

There are no forbidden combinations of entry for this qualification.

Age

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

Resitting the qualification

Candidates can resit the examination for the Pearson LCCI Level 3 Certificate in Digital Marketing and Analytics (ASE20202). Candidates can be entered immediately for the next series of the next examination for this qualification.

Awarding and reporting

The Pearson LCCI Level 3 Certificate in Digital Marketing and Analytics (ASE20202) qualification is graded and certificated on a three-grade scale: Pass/Merit/Distinction.

Access arrangements, reasonable adjustments and special consideration

Access arrangements

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

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

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

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

Reasonable adjustments

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

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

Whether or not an adjustment will be considered reasonable will depend on a number of factors, which will include:

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

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

Special consideration

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

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: www.jcq.org.uk

Equality Act 2010 and Pearson equality policy

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

We are committed to making sure that:

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

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

Candidate malpractice

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

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

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

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

All cases of suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice). 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. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at: www.jcq.org.uk/exams-office/malpractice.

Language of assessment

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

Other information

Total Qualification Time (TQT) and Guided Learning Hours (GLH)

For all regulated qualifications, we specify a total number of hours that students are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating students, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT and guided learning hours are assigned after consultation with users of the qualifications.

This qualification has a TQT value of 170 and a GLH of 150.

Student recruitment

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

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

Prior learning and other requirements

There are no formal entry requirements for this qualification.

Students may be studying in a local language but the assessment will be in English. Pearson recommends that students have B1 level of English on the Common European Framework of Reference (CEFR). This will support access to the assessment materials and be able to communicate responses effectively.

Pearson's *Recognition of prior learning policy and process* document can be found at qualifications.pearson.com/policies

Progression

The progression route for the Pearson LCCI Level 3 Certificate in Digital Marketing and Analytics is primarily into employment. However, the qualification may also help with progression routes across the suite, to qualifications such as the:

- Pearson LCCI Level 3 Certificate in Modern Marketing Principles (ASE20201)
- Pearson LCCI Level 3 Certificate in Customer Experience and Communications (ASE20204)
- Pearson LCCI Level 3 Certificate in Public Relations and Media Relations (ASE20205)
- Pearson LCCI Level 3 Certificate in Business Principles and Enterprise (ASE20301).

Exemptions

We are seeking exemptions for our qualifications from a number of professional bodies. For the latest list, please visit the Pearson LCCI website and choose your relevant qualification.

Codes

This qualification is approved by Ofqual and meets the Ofqual General Conditions for inclusion on the Register of Regulated Qualifications. The Qualification Number (QN) is: 603/3113/6. This qualification is also regulated by CCEA.

The subject code for Pearson LCCI Level 3 Certificate in Digital Marketing and Analytics is: ASE 20202. 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 Digital Marketing and Analytics Sample Assessment Materials* document (ISBN 9781446957561) can be downloaded from qualifications.pearson.com/lcci.

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

Appendix 1: Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Give, State, Name	Learners provide an accurate piece of information.
Identify	Learners indicate the main features or purpose of something, and/or are able to select relevant information from stimulus material.
Define	Learners give a definition of a term or phrase.
What is meant by, Explain the difference	Learners provide an extended definition that must contain two separate points. Learners provide definitions that show how two things differ from one another.
Describe	Learners give an account of something, such as steps in a process or characteristics. The response should be developed, but does not require justification or reasoning.
Explain	Learners provide reasoning to justify or exemplify a point. The response should be developed using linked points.
Analyse	Learners interpret data looking at potential reasons for trends and summarising findings.
Discuss	Learners consider different aspects of a topic, how they interrelate, and the extent to which they are important.

Command or term	Definition
Evaluate	Learners draw on varied information, themes or concepts to consider aspects such as strengths or weaknesses, advantages or disadvantages, alternative actions and relevance or significance and ultimately provide a substantiated judgement/conclusion.
Create	Learners prepare copy or plan based on given stimulus, drawing out the key elements from the context.
Report	Learners use given stimulus to explore different themes or concepts suggesting reasons or effects and recommending actions.

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