T-LEVELS | IfATE Institute for Apprenticeships and Technical Education

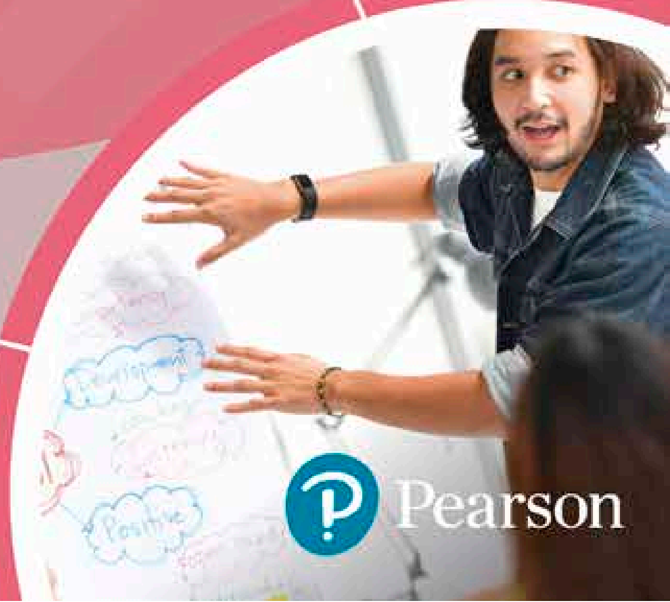
T LEVEL

Technical Qualification in Marketing

Specification

First teaching from September 2025

Version 1.0 – December 2024



Pearson

T Level Technical Qualification in Marketing (Level 3)

Specification

First teaching September 2025

Version 1.0 December 2024

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

Publication code VQ000376

Contents

1 Introducing the qualification

T Level programme

T Levels are two-year, Level 3 study programmes that follow the study of GCSEs and Technical Awards and offer an alternative to A Levels and Apprenticeships.

T Levels combine classroom theory, practical learning and a minimum 315 hours of industry placement with an employer. The work placement ensures students have real experience of the workplace.

Students also need to work towards the attainment of a minimum standard of English and maths; either GCSE grade 4 or above, or Level 2 Functional Skills.

T Level programmes are developed in collaboration with employers so that the content meets the needs of industry and prepares students for work. T Levels provide the knowledge and experience needed to progress to highly skilled employment, an Apprenticeship or higher-level study, including university.

What is the Technical Qualification (TQ)?

The *T Level Technical Qualification in Marketing* is the main classroom-based element of the T Level and students will learn using a curriculum that has been shaped by industry experts.

During the two-year programme, students will learn the core knowledge that underpins each industry, and they will develop occupationally specific skills that will allow them to enter skilled employment within a specific occupation.

Technical Qualification and Outline Content

The Outline Content for the *T Level Technical Qualification in Marketing* has been produced by T Level panels of employers, professional bodies and Providers. It is based on the Apprenticeship Standards.

Pearson has used the Outline Content to form the basis of the Technical Qualification specification. This includes:

- elaboration of the Outline Content to produce a specification that gives Providers an accurate interpretation of what needs to be taught and assessed
- enabling students to achieve threshold competence in relation to the Occupational Specialist component
- the integration of English, maths and digital competencies.

Employer and Provider panels

Pearson engaged with Employer and Provider panels throughout the development of the Technical Qualification.

Our engagement with experts during the development of the qualification ensures:

- the content gives students quality preparation to help them progress
- assessments are realistic and assess the knowledge and skills that are important to employers
- the technical qualification meets the needs of Providers.

Pearson is grateful to all university and further education lecturers, teachers, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Employers, professional bodies and Providers who contributed to the development of the Technical Qualification include:

- Chartered Institute of Marketing
- Chartered Institute of Procurement & Supply
- PromoVeritas Ltd
- The Consultancy Academy Ltd
- The Institute of Sales Professionals
- The Education Agency
- The Albert Group
- Mackman Group
- University of Suffolk
- Hack Yourself
- Support Revolution
- University of South Wales
- Aston University Sixth Form and Engineering Academy
- City College Norwich
- La Retraite RC Girls School
- Cirencester College
- City College Plymouth
- Oldham college
- EKC Group
- City of Stoke-on-Trent 6th Form College
- Bexhill College.

Qualification purpose

This Technical Qualification is for T Level students who are undertaking the *T Level in Marketing*. It is intended for students who want to progress to a career in the sales, marketing and/or procurement sector.

The purpose of the *T Level Technical Qualification in Marketing* (Level 3) is to ensure students have the knowledge and skills needed to progress into highly skilled employment, an Apprenticeship or higher-level study, including university, within the specialist area of marketing.

At the end of the Technical Qualification, students are expected to demonstrate threshold competence, which means that they have gained the core knowledge and skills related to marketing and are well placed to develop full occupational competence with additional development and support once in employment in the marketing sector.

Student profile and progression

Students undertaking this Technical Qualification will be 16–19 years old and in full-time education.

The typical student has:

- a clear idea about the industry sector in which they wish to pursue a career
- an idea of the type of job role they would like to explore as a career
- taken an active choice not to immediately pursue an Apprenticeship at Level 3 but may be interested in later progression to Apprenticeship at Level 4+.

This Technical Qualification aligns to the Multi-channel Marketer Level 3 Apprenticeship and, therefore, supports progression to entry-level job opportunities in multi-channel marketing. Job roles could include:

- Marketing Administrator
- Marketing Assistant
- Digital Marketing Assistant.

Alternatively, students could progress to higher-level Apprenticeships such as the Level 4 Marketing Executive, Level 4 Market Research Executive, or Level 4 Public Relations and Communications Assistant, depending on their skills or experience.

Where students may not have access to an Apprenticeship or would prefer a more academic route, they could progress to relevant Higher National Certificate (HNC) or Higher National Diploma (HND) programmes, or to degree programmes such as BA in Marketing (related to creative and communications) or BSC in Marketing (related to big data and analytics).

Students should be able to always check the entry requirements for each degree programme with the relevant higher education provider.

2 Qualification summary and structure

Summary

Qualification title	T Level Technical Qualification in Marketing (Level 3)
Qualification number (QN)	610/5125/1
First teaching	September 2025
Total Guided Learning Hours (GLH)	1100 hours (500 hours core)
Total Qualification Time (TQT)	1320 hours (600 hours core)
Occupational Specialism	· Marketing (600 GLH, 720 TQT)
Components and weighting	Core Paper 1 = 30% of core (15% of total) Core Paper 2 = 30% of core (15% of total) Core ESP = 40% of core (20% of total) Core Component = 50% of total Occupational specialism = 50% of total
Recommended age range	16–19
Grading information	Core and Employer Set Project (ESP) components are graded A*–E or unclassified. Occupational Specialism (OS) component is graded Pass, Merit, Distinction or unclassified. The overall grading is on a scale of Pass, Merit, Distinction, Distinction* or Unclassified. The overall grade is awarded by the Institute for Apprenticeships & Technical Education (IfATE).

Qualification title	T Level Technical Qualification in Marketing (Level 3)
Entry requirements	There are no formal prior learning requirements. It is the Provider's responsibility to ensure students recruited have a reasonable expectation of success. Students are most likely to succeed if they have qualifications at Level 2 (for example, five GCSEs at grade 4 and above including English and maths or a vocational Tech Award pass at Level 2). Students may demonstrate the ability to succeed in various ways. For example, they may have relevant work experience or may have shown specific aptitude through diagnostic tests or other non-educational experience.
Assessment	· The Core and ESP components are externally set and marked by Pearson. · The OS component is externally set and marked by Pearson.

Assessment Structure

The *T Level Technical Qualification in Marketing* has two mandatory components.

1. Core component

This component covers the underpinning knowledge, concepts and skills that support threshold competence in the sales, marketing and/or procurement area of business.

The content for the Core component is provided in *Section 3*.

Assessment component	Assessment method	Duration	Marks	Weighting	Timetable	Availability
Core Paper 1: Business Principles	Written examination	2.5 hours	90	30%	Set date/time	June November
Core Paper 2: Principles of Marketing, Sales and Procurement	Written examination	2.5 hours	90	30%	Set date/time	June November
Employer Set Project	Externally set project	10 hours	108	40%	Windowed	May November

2. Occupational Specialism component

There is one Occupational Specialist component in this Technical Qualification.

These components cover the Occupational Specialist knowledge and skills required to demonstrate threshold competence for the specialism. The Occupational Specialism is assessed by a skills-related project that synoptically assesses the Performance Outcome skills and associated underpinning knowledge.

The content for the Occupational Specialist component is provided in *Section 4*.

Assessment component	Assessment method	Duration	Marks	Weighting	Timetable	Availability
OS 1: Marketing	Externally set project	24.5 hours	165	100%	Set date/time and windowed	March–May

What does the qualification cover?

The Technical Qualification content has been designed from the Outline Content created by the Institute for Apprenticeships and Technical Education and the T Level panel.

We have used the Outline Content to create the Technical Qualification specification and assessment, which has been validated by our own panel of employers and Providers to ensure it is appropriate for the progression routes identified.

Students learn about the following topics:

- The business environment
- Principles of marketing
- Principles of sales
- Principles of procurement
- Legislation and regulation in marketing, sales and procurement
- Sustainability in business
- Communication in business
- Project management
- Impact of technology on the business environment
- Legislation, regulation and ethics in the business environment.

3 Core Component

The content of the Core component has the core skills mapped to where there are opportunities to develop them. The competencies and skills are not expected to be developed at every point where they are mapped, but using this guidance tutors will embed them into teaching to prepare students for the assessments in the Core component.

The core skills are assessed through the Employer Set Project. The core skills for this Core component are as follows.

- CS1: Communication – use a range of communication methods tailored to audience
- CS2: Creative thinking
- CS3: Applying a logical approach to solving problems, identifying issues and proposing solutions
- CS4: Working as part of a team
- CS5: Reflective practice.

Content

The term ‘product’ is used throughout the core content to mean goods and services.

Where legislation is included in delivery and assessment, Providers must ensure that it is current and up to date. Unless otherwise stated, students will only need to show knowledge of the outline principles of the relevant legislation.

Where definitions of key terms are provided in italics this information is included to provide clarity about the meaning of such key terms. Students will be expected to show understanding of these key terms in the assessments.

Where a formula is provided in this content students are expected to be able to recall, select and apply the formula as relevant to the context of the question. Students will not be given the formula in the assessment.

Element 1: The Business Environment	
1.1	**The different types of organisation** 1.1.1 Students should be able to demonstrate understanding of types of business operations with different geographical presence and how they operate: · National: businesses whose operations focus on their home country · International: businesses that operate from their home country to import and export to an international market · Multinational: businesses that operate in multiple countries whose product and offering is adapted for each individual country · Global: businesses that operate in multiple countries whose offerings and process are consistent across countries. 1.1.2 Students should be able to demonstrate understanding of the different forms of business and legal entities in the private/for-profit sector: · Sole traders · Partnerships · Limited liability partnerships (LLP) · Private limited companies (ltd) · Public limited companies (plc). 1.1.3 Students should be able to demonstrate understanding of the different forms of organisations in the public sector: · Public corporations · Government ministerial departments. 1.1.4 Students should be able to demonstrate understanding of the different forms of organisations in the third sector: · Co-operatives · Community interest companies (CIC) · Societal organisations including charities and social enterprises. 1.1.5 Students should be able to demonstrate understanding of different types of organisational structure and their characteristics: · Characteristics: flat, hierarchical, centralised, decentralised · Types: functional, divisional, matrix, geographical, product.

1.2	**The impact of organisations on society and the external environment** 1.2.1 Students should be able to consider the impacts that organisations may have on society: 1.2.1.1 Economic impact: measures the impact of business activities on the economy in a given area by measuring changes in economic growth and associated changes in employment: o Contribution to local, national and global growth, revenue and profit generation o Enhancement of the economic security of the country in the face of overseas competition from imported foreign goods. 1.2.1.2 Social impact: measures the impacts of business activities on society such as health, education and community cohesion: o Creation of employment and associated training opportunities, opportunities for career progression for under-represented groups in the workforce; provision of ethical working conditions o Provision of ethical financing that provides products to meet consumer needs and wants at a price they are willing to pay o Contribution to the government’s social priorities including promoting equality and diversity and social mobility o Contribution to improvements in the standard of living and the quality of life of the population. 1.2.1.3 Environmental impact: measures the impacts of business activities on natural capital such as emissions to air, land and water, and the use of natural resources: o Protecting/reducing damage to the environment by trading in a socially responsible manner o Contribution to environmental initiatives to enhance sustainable business practices including Environmental Social Governance (ESG) and Sustainable Development Goals (SDG). 1.2.1.4 Tax impact: measures the contribution of a business to public finances: o Payment of taxes on profits, people, production and property as well as environmental taxes that can be used to pay for improvements to the infrastructure and contribute towards social welfare including education and health services.
1.3	**Organisational purpose, aims and objectives in different contexts** 1.3.1 Students should be able to recall the meaning of the terms ‘aims’ and ‘objectives’: 1.3.1.1 A business aim is a long-term statement of purpose: it is where the business wants to go in the future 1.3.1.2 Business objectives are the specific measurable steps used to achieve business aims 1.3.1.3 Marketing objectives are the specific, measurable steps used to guide marketing strategy and campaigns 1.3.1.4 Business strategy is how an organisation intends to achieve its aims and objectives.

	1.3.2 Students should be able to demonstrate understanding of why organisations set objectives: · To ensure business/marketing activities align to their mission, vision and value statements · To provide focus, direction and motivation for the organisation and its employees · To allow marketing teams to better justify their actions and performance · To set targets and key performance indicators (KPIs) to measure progress · To track progress towards their stated aims · To implement the Objectives and Key Results (OKR) framework to encourage collaborative goal setting. 1.3.3 Students should be able to demonstrate understanding of the purpose and aims of: 1.3.3.1 Private for-profit organisations: to survive, make a profit, grow, diversify, be competitive, be efficient, to cover costs (break-even), to increase market share, market leadership, to increase sales, increase customer retention, maximise return on investment (ROI) 1.3.3.2 Public organisations: to improve service provision, ensure value for money, service quality, to meet government environmental and consumer standards 1.3.3.3 Third sector and societal organisations: to raise funds and accept donations to support local and national causes; support social, environmental, or cultural initiatives; to generate profits/surpluses; invest in social, environmental, or cultural initiatives; promote the cause of the organisation, influence and persuade decision-makers.
1.4	**Interrelationships between business operations and functions** 1.4.1 Students should be able to demonstrate understanding of how the functional areas of a business work together to achieve the aims and objectives of the business: 1.4.1.1 Production: processing raw materials and spare parts into finished goods; physical and digital goods and services/technology 1.4.1.2 Operations: office management, distribution and logistics 1.4.1.3 Finance: tracking and managing the financial resources of the organisation and reporting on its financial position and performance 1.4.1.4 Sales: generating revenue for the organisation by selling its products and increasing the customer base of the organisation by developing sales strategies 1.4.1.5 Marketing: researching using primary and secondary methods to gather qualitative and quantitative data to find the needs and wants of consumers and customers; creating and executing marketing plans, building relationships with customers and promoting brand loyalty 1.4.1.6 Procurement: researching, sourcing and purchasing the best quality products at the most competitive prices 1.4.1.7 Customer services: acting as the primary point of contact between the organisation and its customer and representing the organisation's values and brand image

	1.4.1.8 Research and development (R&D): conducting research that can lead to new innovations and ideas that will help the organisation become/remain competitive in its market 1.4.1.9 IT/Technology: supporting business functions and creating management information to enhance decision-making 1.4.1.10 Human resources (HR): planning HR requirements, attracting, hiring, and retaining employees, and establishing systems for managing employees across the organisation including their well-being.
1.5	**Business models and structures** 1.5.1 Students should be able to consider the advantages and disadvantages of different types of business model: 1.5.1.1 Product-based: focuses on manufacturing and selling physical goods or expertise, labour, or other services 1.5.1.2 Retail: the customer purchases items directly from the retailer online or in a physical store. 1.5.1.3 Franchise: a franchisor (established company) grants a licence (franchise) to another business (franchisee) to allow it to trade using its brand and/or business format 1.5.1.4 E-commerce/M-commerce: sells products online through a website or mobile device. 1.5.1.5 Subscription: customers pay a recurring fee to access a product 1.5.1.6 Freemium: offers basic services for free while charging for premium features 1.5.1.7 Omnichannel retail: a multi-channel approach that combines the customer experience across all channels, including online, in-store, mobile, and social media. 1.5.2 Students should be able to consider the factors that influence business models and structures: · Size: by members of staff (micro up to 10, small between 11–49, medium between 50–249, large 250+) by capital employed, by financial performance · Purpose · Business life cycle phase: seed, startup, growth, maturity, decline · The sector the business operates in · Location: local; national; global/international · Business performance/financial circumstances · The objectives of the business · Limited and unlimited liability.

1.6	**The needs and interests of stakeholders** 1.6.1 Students should be able to consider the competing needs and priorities of internal and external stakeholder groups and their influence on the ways organisations operate: 1.6.1.1 Internal stakeholders: o Board of directors/trustees o Managers o Employees o Owners. 1.6.1.2 External stakeholders: o Customers o Shareholders o Investors o Lenders o Suppliers o Trade unions o Competitors o Government o Local community o Creditors o Pressure groups.
1.7	**The impact of digital technologies on the operation of organisations** 1.7.1 Students should be able to consider the advantages of introducing current and emerging digital technologies and their impact on an organisation: 1.7.1.1 Automation: can streamline, automate, and measure tasks and workflows 1.7.1.2 Artificial intelligence (AI): enables computers and machines to simulate human intelligence and problem-solving capability 1.7.1.3 Software as a Service (SaaS): allows users to connect to and use cloud-based apps over the internet 1.7.1.4 Robotics: machines (robots) can complete tasks such as welding, sorting, picking and assembling with greater speed and efficiency than human workers 1.7.1.5 Management Information Systems (MIS) can electronically store business data, analyse business data as part of the planning process and identify and monitor business risks 1.7.1.6: Business Intelligence (BI) software can retrieve, analyse, transform and report on data for business intelligence 1.7.1.7 Point of Sale (POS) systems are digital systems that allow a business to accept payments from customers and keep track of sales.

	1.7.2 Students should be able to consider the disadvantages for the operations of an organisation of introducing current and emerging technologies: · Initial cost · Security of data · Workforce skills · Current financial obligations · Stakeholder buy-in or resistance · Ongoing maintenance and upgrades · Environmental impact · Rapid change.
1.8	**Organisational cultures** 1.8.1 Students should be able to consider different types of organisational culture and their impacts on an organisation: 1.8.1.1 Power culture: o The responsibility for making major decisions is in the hands of a few individuals who have high level of control o Decisions are typically made by a central figure or small group of leaders. Authority flows from the top down 1.8.1.2 Role culture: o Roles, responsibilities, and authority are clearly defined and structured o Gives a high level of stability and predictability 1.8.1.3 Task culture: o Relies on the collective expertise of team members to achieve results o Uses collaboration and teamwork to complete tasks 1.8.1.4 People/person culture: o Places a high value on relationships, collaboration, and the personal growth of employees o Focuses on the well-being, development, and satisfaction of the individuals within the organisation 1.8.1.5 Cross cultural/multi-cultural culture: o Recognises, respects and values the diverse cultural backgrounds of all individuals. 1.8.2 Students should be able to consider the factors that influence organisational culture and their impact on an organisation: 1.8.2.1 The mission, vision and values of an organisation 1.8.2.2 Leadership styles: autocratic, consultative, collaborative, laissez-faire and paternalistic 1.8.2.3 The degree of stakeholder engagement 1.8.2.4 The skill profile of workforce 1.8.2.5 Employee codes of conduct 1.8.2.6 Organisational policies 1.8.2.7 Employee engagement 1.8.2.8 Payment systems and reward schemes: hourly rates; annual salary; bonus systems; performance targets.

	1.8.3 Students should be able to consider the ways a business organisation can externally project its corporate image, corporate identity and values and the impacts of these on the organisation: 1.8.3.1 Corporate image: how it wishes to be projected including quality of goods and service delivery, negative reviews, procurement practices, treatment of employees, approach to sustainability, community engagement 1.8.3.2 Corporate identity: the ways it projects its corporate and brand image including the use of workwear, uniforms, business clothing, logos; corporate communications: newsletters, advertisements, sponsorships, public relations (PR) 1.8.3.3 Values: how it projects the beliefs, philosophies and principles that inform all decisions taken within the organisation by publishing clear value and mission statements. 1.8.4 Students should be able to consider the factors that may impact on the reputation, image and identity of a business organisation: 1.8.4.1 Impact on the environment 1.8.4.2 Relationships with suppliers 1.8.4.3 Relationships with celebrities endorsing its products 1.8.4.4 Quality of products 1.8.4.5 Claims and assertions about products 1.8.4.6 Social proofing and influencing – customer comments and reviews via social media, review sites and other platforms 1.8.4.7 Executive pay.

Element 2: Principles of Marketing	
2.1	**Purpose of marketing** 2.1.1 Students should be able to demonstrate understanding of the purpose of marketing: · To identify the current needs, wants and interests of consumers and assess the competition · To raise awareness among consumers of the organisation’s brand and product portfolio · To persuade consumers to purchase products from the organisation’s product portfolio · To anticipate the future needs, wants and interests of consumers · To contribute towards the achievement of an organisation’s aims and objectives/business strategy. 2.1.2 Students should be able to consider the advantages, disadvantages, validity and reliability of the different primary and secondary research methods/techniques used by marketers to understand customer needs and their suitability for an organisation: 2.1.2.1 Primary: information gathered first-hand directly at the source – questionnaires, surveys, polls and interviews (face-to-face, online, telephone and postal), direct observation and visits, focus groups and digital communities

	2.1.2.2 Secondary: summary, collation and/or synthesis of existing research – media sources, government reports and official statistics, company accounts and annual reports, trade associations and professional bodies, university research, data companies. 2.1.3 Students should be able to demonstrate understanding of SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis for an organisation. 2.1.4 Students should be able to demonstrate understanding of the purposes of market research: · Captures customer feedback · Identifies why, where and when a customer makes a purchase · Helps anticipate, identify and respond to customer needs and wants · Promotes improvements in existing products and the development of new products · Helps understand the market and competitor behaviour · Helps an organisation gain competitive advantage · Forms part of the continuous business improvement cycle.
2.2	**How marketing adds value** 2.2.1 Students should be able to demonstrate understanding of how marketing adds value to an organisation: · Supports innovation within the organisation · Supports data-driven decision-making · Supports the development of new and existing products · Promotes the benefits of products · Positions the organisation against competition · Creates a brand, builds a brand image and brand personality · Develops leadership, culture and vision · Increases visibility and market reach · Generates sales, revenue and profit · Contributes to the financial performance of an organisation. 2.2.2 Students should be able to consider the impact on a business of no marketing activity: · Reduced brand awareness and visibility · Potential opportunities for increasing sales and revenue are lost/reduced · Decreased customer acquisition and retention · Competitive advantage may be weakened · Less management information on customers · Opportunities for growth are not maximised.

2.3	**Managing marketing activities** 2.3.1 Students should be able to demonstrate understanding of how the different stages of the marketing management process are implemented: 2.3.1.1 Planning: analysing market research data to generate management information and decide marketing objectives. Determines organisational objectives and timescales for achievement and determine resources needed 2.3.1.2 Organising: establishing marketing plans and allocating resources and responsibilities; coordinating activities and responsibilities into an appropriate structure. Organises physical and human resources, determining management responsibilities 2.3.1.3 Motivating: engaging with employees to secure buy-in to marketing aims and objectives. Motivates employees so that their contribution towards the achievement of business objectives is maximised 2.3.1.4 Controlling: monitoring resources and milestones against targets and performance outcomes and implementing corrective measures to address deficiencies. Controlling physical and human resources to minimise waste and maximise efficiency 2.3.1.5 Post-campaign evaluation: measuring campaign performance, collecting and analysing quantitative and qualitative data, financial analysis, audience analysis, channel performance, content performance, lessons learned, making recommendations for the future. 2.3.2 Students should be able to demonstrate understanding of different types of market and models: 2.3.2.1 Mass market: the largest part of the market, where there are many similar products on offer 2.3.2.2 Niche market: a specific segment of a larger market that is focused on a particular product 2.3.2.3 Consumer goods market: production, distribution and sale of products that are for personal use or consumption 2.3.2.4 Capital goods market: production, distribution and sale of goods that are used to make consumer products 2.3.2.5 Business to Consumer (B2C) model: selling products directly to users 2.3.2.6 Business to Business (B2B) model: selling products to another business 2.3.2.7 Business to Government (B2G) model: selling products and information to governments and government agencies. 2.3.3 Students should be able to recall the definition of the term ‘market reach’: · Market reach is the total number of individuals within a specific target market that an organisation is able to connect with through their marketing efforts.

	2.3.4 Students should be able to consider the different factors which influence market reach: · Market size and current market share · Available budget and resources · Possible competitor response · Channels · Content type · Sales channel · Price.
2.4	**Consumers and customers** 2.4.1 Students should be able to recall the meaning of the term 'customer': · A customer purchases and pays for a product but may not be the end user. 2.4.2 Students should be able to recall the meaning of the term 'consumer': · A consumer is the end user of the product but may not have paid for the product. 2.4.3 Students should be able to consider the key differences in marketing activities when marketing to consumers or customers: 2.4.3.1 Consumers: influence repeat purchases and brand loyalty through their satisfaction and experience with the product. Marketing activities focus on the user experience, satisfaction, and benefits of the product. Marketing messages highlight how the product meets the needs and desires of the end user 2.4.3.2 Customers: have significant influence over purchasing decisions, including what, when, and how much to buy. Marketing activities emphasise value propositions, pricing, convenience, and the buying process. Marketing messages are designed to appeal to decision-makers and purchasers. 2.4.4 Students should be able to consider the different ways to influence consumers and customers, their advantages and disadvantages and their suitability for different organisations: 2.4.4.1 Loyalty schemes/programmes 2.4.4.2 Trade/industry events 2.4.4.3 Email marketing 2.4.4.4 After-sales service 2.4.4.5 Discounts on future purchase 2.4.4.6 Trials of new products 2.4.4.7 Preferential treatment on the purchase of new products 2.4.4.8 Use of social media 2.4.4.9 Celebrity endorsements 2.4.4.10 Influencer marketing 2.4.4.11 Customer testimonials 2.4.4.12 Product placements 2.4.4.13 Special introductory offers 2.4.4.14 Search engine optimisation (SEO).

2.5	**Routes to market** 2.5.1 Students should be able to recall the role of suppliers in the route to market: · Provide products · Prepare delivery schedules · Establish payment and purchasing systems · Deal with returns and incorrect orders. 2.5.2 Students should be able to recall the role of procurement in the route to market: · Purchase products · Secure best value in purchases · Participate in the tender process · Identify preferred suppliers · Implement budget monitoring and control. 2.5.3 Students should be able to demonstrate understanding of how the route to market influences the ways in which products are marketed: 2.5.3.1 Business to Consumer (B2C) marketing: products are more important than relationships, market is usually larger, process is a single step, buyers are less sophisticated, brands are important, emotional considerations affect buying behaviour 2.5.3.2 Business to Business (B2B) marketing: relationships with business buyers are important, market is usually small/focused, buyers are more sophisticated, promotion has an educational element, aim is to turn prospects into buyers 2.5.3.3 Business to Government (B2G) marketing: for large government contracts, it is important to become approved suppliers, tenders are a key feature of securing government contracts and will include the promotion of the government's social and environmental priorities.
2.6	**Customer personas and characteristics** 2.6.1 Students should be able to recall the meaning of the term 'customer persona': · A customer persona is a semi-fictional representation of the ideal customer based on market research and real data about existing customers. 2.6.2 Students should be able to demonstrate understanding of customer personas and their characteristics and how they are used to determine the channel, message and content of marketing campaigns: 2.6.2.1 Competitive: decisive, results-driven buyer. Seeks proof that the organisation is better than its competitors and can swiftly solve problems. They know exactly what they want from a brand or a product and are likely to make quick buying decisions 2.6.2.2 Spontaneous: has no prior intention to buy a product but acts impulsively, not always driven by the brand or price. Often make purchase decisions based on how a product makes them feel in the moment 2.6.2.3 Analytical: explores all options and examines data thoroughly before making a decision. Trusts proven methods and elements. Appreciates figures to show just how and why a product works

	2.6.2.4 Methodical: values details, organisation, and wants clear evidence of benefits. Prioritises systematic research and logical reasoning over emotions when making final decisions. They seek out solid data, structured arguments and factual details.
2.7	**The influences on the behaviour of customers and consumers** 2.7.1 Students should be able to consider the factors that influence the behaviour of customers and consumers: 2.7.1.1 Personal factors: o Lifestyle o Age o Income o Gender o Ethnicity o Occupation o Education o Social class o Location o Employment o Knowledge and expertise o Educational attainment o Goals and aspirations o Personal experiences 2.7.1.2 Social factors: o Family life o Nostalgia o Reference groups o Status o Peer pressure 2.7.1.3 Economic factors: o Personal finances o Level of disposable income o Level of discretionary expenditure o Availability of credit o Economic outlook o Cost of living o Interest rates o Government policies o Changes in direct and indirect tax

	2.7.1.4 Cultural factors: o Customs o Beliefs o Language o Religion o Attitude towards different gender types.
2.8	**The extended marketing mix and the promotional mix** 2.8.1 Students should be able to consider the use of the different elements of the 7P marketing mix: 2.8.1.1 Product: design, features, packaging, unique selling point (USP), product life cycle, product portfolio 2.8.1.2 Price: determining the potential level of demand at different price points, competition-based, cost-plus, skimming, penetration, premium 2.8.1.3 Place: distribution channels, physical or online location 2.8.1.4 Promotion: the messages, media, channels and timing of promotional activities 2.8.1.5 People: employee training, recruitment of people with skills and understanding of role 2.8.1.6 Process: sales funnel, payment systems, distribution procedures, managing customer relationships 2.8.1.7 Physical evidence: environment, logo, branding, social media presence. 2.8.2 Students should be able to demonstrate understanding of the advantages for an organisation of having a coordinated marketing mix: · Provides the basis for the development of effective marketing strategies based on informed decision-making · Uses resources efficiently by adjusting different elements within the mix so that it aligns with the characteristics of consumers in the target market · Promotes a clear brand identity to the consumer and strengthens brand loyalty · Ensures that the product is strategically positioned within the target market · Reduces business risks by adjusting elements within the mix in response to changes in market conditions. 2.8.3 Students should be able to consider the advantages and disadvantages of different promotional activities and their suitability for different organisations when making decisions about the promotional mix: 2.8.3.1 Traditional and digital advertising: broadcast, print, online, mobile, out-of-home (OOH), ambient, guerrilla, product placement, social media marketing (SMM), podcasts, audio advertising, video, pay-per-click (PPC), public service announcements (PSAs) 2.8.3.2 Personal selling: face-to-face, email, telephone, video, sales presentations, trade shows 2.8.3.3 Sales promotions: point-of-sales promotions in retail outlets such as special displays, demonstrations, tastings, coupons, discounts, competitions, buy one get one free (BOGOF), early bird offers, free gifts, free delivery

	2.8.3.4 Public relations (PR) and online public relations (OPR): news conferences, press releases, sponsorships, celebrity endorsement, events, exhibitions, brochures, newsletters, annual reports, webpages 2.8.3.5 Direct marketing: in-person promotions, email, telephone calls, SMS (texts), flyers, leaflets, catalogues, store magazines, direct mail, online and social media 2.8.3.6 Above the line promotion: informative or persuasive paid for promotion including TV, radio, cinema, press, pay-per-click 2.8.3.7 Below the line promotion: sales promotion, direct marketing, mailshots, email newsletters, sponsorship, PR and OPR, press releases, celebrity endorsements, merchandising, trade fairs, telesales and personal selling 2.8.3.8 Push and pull marketing: push tries to push products towards customers; pull (inbound) raises awareness and generates demand for a product, targets the right customers at the time and pulls them towards a product. 2.8.4 Students should be able to consider the factors a marketer would need to think about when planning the marketing and promotional mix for a product: · Alignment with marketing aims and objectives · New, existing or improved product · Stage of product life cycle (introduction, growth, maturity, decline) · Characteristics of the product · Degree of competition within the market · Competitor activity · Prevailing economic conditions within the market · Characteristics of the brand · Appropriateness for the product and its brand image · Speed, accessibility of information and ease of reaching the target market · Cost/budgetary constraints. 2.8.5 Students will be able to consider the influence of brand image and reputation on attracting and retaining customers of an organisation: 2.8.5.1 Brand image: perceptions of quality, value, variety and customer service 2.8.5.2 Reputation: implementing sustainable practices to minimise environmental impact, rejecting unethical or controversial business or marketing strategies, ensuring that the supply chain is ethical and sustainable, responding to customer service issues quickly and efficiently, getting involved with local communities through help, donations and prizes.

Element 3: Principles of Sales	
3.1	**Customers and their importance to a business** 3.1.1 Students should be able to recall the benefits of customers to an organisation: · Generate revenue, sales turnover and repeat business · Create a positive impact on profitability and profit margins · Provide referrals to potential customers and positive customer reviews · Advocate the brand · Have a positive impact on business survival and growth · Supply feedback to improve the quality of product delivery and promote innovation · Promote 'buy-in' to the mission, vision and values of a business.
3.2	**Core sales processes** 3.2.1 Students should be able to recall the stages of the sales life cycle in order and demonstrate understanding of each stage: · Prospecting/lead generation: cold calling, referrals, direct mail, personal observation/networking · Approach/making contact · Qualifying the prospects · Nurturing the prospects · Presentation and demonstration · Overcoming objections: clarification and negotiation · Closing the sale: direct close, silent close, presumptive/assumptive close, alternative close. 3.2.2 Students should be able to recall the stages of sales funnels in order and demonstrate understanding of each stage: · Awareness · Interaction · Interest · Action. 3.2.3 Students should be able to recall the stages of sales pipelines in order and demonstrate understanding of each stage: · Prospecting qualifying leads · Meeting with prospect · Defining prospect needs including the use of budget, authority, needs and timeline (BANT) of a lead · Agreeing proposal with prospect · Making an offer to prospect · Negotiating and finalising proposal with prospect · Closing the deal with prospect · Deliver the product to customer · Follow-up with customer.

	3.2.4 Students should be able to consider how market segments and characteristics can be used to categorise customers: 3.2.4.1 Demographic: age, gender, family size, income, education level, socio-economic group, race, ethnicity, religion, culture 3.2.4.2 Geographic: location, weather and climate, population density 3.2.4.3 Psychographic: social class, attitudes, lifestyle and personality characteristics, interests, likes, dislikes, values, opinions 3.2.4.4 Behavioural: spending, consumption, rate of usage, loyalty status, desired benefits. 3.2.5 Students should be able to consider the advantages and disadvantages for an organisation of segmenting the market: 3.2.5.1 Advantages: o Product customisation/tailoring o Targeted pricing strategies o Effective distribution channels o Targeted promotional strategies o Alignment of people o Optimising process decisions o Appealing physical evidence 3.2.5.2 Disadvantages: o Extensive market research is needed o Producing products for each specific segment may not be feasible o Production and stock holding costs would be higher than for one differentiated product o Promotional costs may be high as each segment may need different promotions o Targeting small market segments may be risky if consumers in those segments change their minds.
3.3	**The interrelationship between marketing and sales** 3.3.1 Students should be able to demonstrate understanding of how marketing processes link with sales processes to determine their impact on a customer journey in different markets: 3.3.1.1 Business to Consumer (B2C): from marketing to consumer using paid, owned, and earned channels through to sales conversion via digital commerce or offline in a physical retail store 3.3.1.2 Business to Business (B2B): from lead generation to sales closure with clients in face-to-face/online meetings 3.3.1.3 Social enterprises and not-for-profit organisations: from awareness of the cause to donations made online or at physical collection points.

3.4	**Negotiation, handling objections and reaching a conclusion** 3.4.1 Students should be able to demonstrate understanding of the factors a salesperson would need to think about when: 3.4.1.1 Negotiating sales: confirming the scope of authority and responsibility of the salesperson; undertaking negotiation planning; recognising verbal and non-verbal buying signals; using a range of questioning techniques 3.4.1.2 Handling objections: anticipating sales objections and preparing appropriate response; recognising and being empathetic towards customer needs and concerns 3.4.1.3 Reaching a conclusion: preparing documentation in advance of a negotiated sale and purchase.
3.5	**Managing the customer experience** 3.5.1 Students should be able to consider the ways to manage the customer experience: · Employ qualified and knowledgeable customer service staff · Establish a customer-focused organisational culture · Be responsive to customer needs · Deal empathetically with customer queries and complaints · Provide an efficient after-sales service · Analyse data to generate management information on the customer experience · Use technology and multiple communication channels, for example, chatbots and social media to enhance the customer experience. 3.5.2 Students should be able to consider the advantages of good customer service to an organisation: · To reduce complaints and improve sales, turnover and profit margins · To utilise customers as brand ambassadors · To help retain customers · To boost employee retention · To generate referrals · To increase customer lifetime value · To generate a competitive advantage.
3.6	**Customer experience mapping** 3.6.1 Students should be able to demonstrate understanding of the purposes of a customer experience (CX) map: · To better understand customers · To ensure customer expectations are being met · To improve customer satisfaction. 3.6.2 Students should be able to consider the suitability for and impacts on an organisation of using different touchpoints in the customer journey: 3.6.2.1 Offline touchpoints: in-store merchandising, print media, events and conferences, out of home (OOH) and digital out of home (DOOH) advertising, in-person meetings, phone calls

	3.6.2.2 Digital touchpoints: online and mobile interactions with an organisation using computers, smartphones and tablets; webpages and shops, apps, webinars, blogs, chatbots, online advertising, influencer activity, email marketing, SMS (text) messages, social media channels.
3.7	**Meeting customers' after-sales needs** 3.7.1 Students should be able to consider the different ways to meet customers' after-sales needs, their advantages and disadvantages and suitability for an organisation: · Providing online or hard copy training materials for technical products · Offering support services including telephone support, help desks and online chatbots · Ensuring the availability of spare parts · Having a clear refund or returns policy for exchanges, vouchers or refunds for defective goods or poor service delivery · Establishing a dedicated function for dealing with complaints and customer feedback · Responding rapidly to complaints on social media · Providing delivery tracking · Providing guarantees and warranties · Offering upgrades/replacements for the product · Collecting customer feedback to measure customer experience and predict business growth: Net Promoter Score (NPS) © metric · Establishing a customer loyalty scheme including discounts on future purchases.

Element 4: Principles of Procurement	
4.1	**The role of procurement in an organisation** 4.1.1 Students should be able to recall the main activities involved in the procurement role: · Finding and selecting suppliers · Negotiating contracts · Managing supplier relationships · Ensuring quality control · Ensuring timely delivery of products · Avoiding shortages and surpluses of supplies · Purchase order processing. 4.1.2 Students should be able to recall the features of the policies which regulate procurement activities: · Statement of purpose · Identify responsibilities · Establish reporting arrangements · Determine extent of authority.

	4.1.3 Students should be able to recall the processes which must be followed when undertaking procurement activities: · Procedures for obtaining quotes and tenders · Purchase order processing · Settlement procedures · Invoice reconciliation. 4.1.4 Students should be able to consider how and why an organisation should have sustainable procurement processes: · Compliance with environmental laws · Removal of hazardous/forbidden materials in the supply chain · Thorough vetting of suppliers for adherence to fair labour practices · Promoting zero waste product life cycle initiatives.
4.2	**Value for money concepts** 4.2.1 Students should be able to consider the factors involved in securing value for money when choosing between competing purchasing options: · Customer service · Match to the technical specification · Quality · Price · Sustainability · Ability to deliver on time · After sales support · Warranties · Availability of replacement parts · Potential added value opportunities including cost reductions and efficiencies. 4.2.2 Students should be able to consider the factors marketers working in public sector organisations need to take into account when using the Most Economically Advantageous Tender (MEAT) system in the tender process for public contracts: · Value-based selection · Quality, innovation and sustainability · Long-term considerations/life cycle costs · Encouraging competition · Ensuring transparency and accountability · Compliance with regulations · Stakeholder satisfaction. 4.2.3 Students should be able to demonstrate understanding of the five rights of procurement used in making effective procurement decisions: · Quality: standards, conformance, fit for purpose · Quantity: planning for demand, managing inventory, order accuracy · Price: cost analysis, budget compliance, total cost of ownership · Place: distribution channels, location considerations, management of logistics. · Time: lead time, coordination with suppliers, logistics and internal stakeholders.

	4.2.4 Students should be able to consider the costs involved in whole life costing (WLC): · Initial costs: purchase, installation · Operating costs: maintenance, repairs, energy/fuel, consumables · End of life costs: disposal, environmental · Financing costs: loan repayments, interest charges · Depreciation costs: wear and tear, reduced book value of an asset · Training and support costs: upskilling of workforce; ongoing maintenance and service charges · Downtime costs: machine breakdowns and maintenance costs · Insurance and tax costs: premiums to cover losses and damages, purchase taxes. 4.2.5 Students should be able to demonstrate understanding of the advantages of whole life costing (WLC) to an organisation: · Better decision-making · Financial planning · Cost optimisation · Risk management · Sustainability.
4.3	**The supplier approval process** 4.3.1 Students should be able to demonstrate understanding of the purpose and importance of due diligence checks used in the supplier approval process: · Legal entity checks: to determine level of liability · Financial appraisal: to determine whether the business is viable · Quality checks: to determine whether products meet the required standards · Relevant sector approvals: to determine whether the supplier's policies and product meet industry standards and certification.
4.4	**Determining the specification requirements** 4.4.1 Students should be able to demonstrate understanding of why product specifications need to be accurate: · So that the product being purchased meets the requirements of the customer · To avoid disputes between customers and supplier · So that accurate quotations can be prepared by the supplier. 4.4.2 Students should be able to demonstrate understanding of the need to ensure equality of opportunity for suppliers in the procurement process: · To avoid suppliers wasting time creating quotes and tenders they have no chance of getting · So that a range of suppliers can bid for tenders as it is a fair process · To achieve a fair price when competitive tendering takes place · To maintain a good working relationship with suppliers.

4.5	**Contractual obligations** 4.5.1 Students should be able to recall the contractual obligation towards suppliers when agreeing contracts: · To adhere to the payment terms within the contract · To meet the liability terms within the contract · To protect the privacy and integrity of information provided by the supplier.
4.6	**Four processes of negotiation** 4.6.1 Students should be able to demonstrate understanding of the four processes used in procurement negotiations: 4.6.1.1 Preparation: parties gather information on the market, the procurement team gathers data such as pricing benchmarks, supplier performance history, and technical specifications 4.6.1.2 Opening: the procurement team outlines the business needs, priorities, and any preliminary terms or conditions; the supplier presents their capabilities, offerings, and any initial proposals 4.6.1.3 Bargaining: parties make concessions, find mutually acceptable solutions, and reach agreements 4.6.1.4 Closure: parties sign the final contract, the procurement team documents the agreements, sets up mechanisms for implementation, and outlines steps for monitoring and enforcement.

Element 5: Legislation and Regulation in Marketing, Sales and Procurement	
5.1	**The legal and regulatory environment affecting marketing and sales** 5.1.1 Students should be able to recall the purpose of current data protection legislation: 5.1.1.1 UK General Data Protection Regulations (UK GDPR) o To control how personal information is used by organisations, businesses or the government. 5.1.2 Students should be able to consider the principles of current data protection regulation and their impact on data management: · Lawfulness: fair and transparent · Purpose limitation: collected for a specified purpose · Data minimisation: limited to what is relevant and necessary · Accuracy: kept up to date · Storage limitation: data kept for no longer than is necessary · Integrity and confidentiality (security): protection against unauthorised access · Accountability: a responsible person is designated to ensure the organisation is compliant with the law. 5.1.3 Students should be able to demonstrate understanding of the roles of the Information Commissioner's Office (ICO): · To ensure public organisations and businesses comply with data protection laws · To offer advice to businesses and public bodies to help them comply with data protection laws, including best practices and compliance checklists · To uphold individuals' rights to privacy

	· To impose fines and other penalties on organisations that violate data protection regulations. 5.1.4 Students should be able to recall the purposes of the unfair trading regulations: 5.1.4.1 Consumer Protection from Unfair Trading Regulations 2008 (CPRs): o To protect consumers from unfair commercial practices o To ensure fair competition in the marketplace 5.1.4.2 Business Protection from Misleading Marketing Regulations 2008 (BPRs): o To ensure that businesses engage in honest, transparent and fair marketing activities o To safeguard the interests of consumers and maintain trust in the marketplace. 5.1.5 Students should be able to recall the sanctions for an organisation should it breach these regulations: 5.1.5.1 CPRs: o Financial sanctions: a criminal conviction resulting in a fine o Non-financial sanctions: goods may be seized for the purpose of testing to see whether regulations have been breached 5.1.5.2 BPRs: o Financial sanctions: a criminal conviction resulting in a fine o Non-financial sanctions: injunctions to secure compliance with the regulations, issuing a corrective statement. 5.1.6 Students should be able to demonstrate understanding of the roles of the current bodies which regulate marketing activities: 5.1.6.1 Advertising Standards Authority (ASA): to regulate advertising across UK media so that advertising standards are upheld, consumers are protected from misleading or harmful advertising, fair competition is promoted, and trust and integrity in the advertising industry in the UK is maintained 5.1.6.2 Committee of Advertising Practice (CAP): to write the UK code of non-broadcast advertising; to maintain the UK advertising codes (CAP codes) 5.1.6.3 Direct Marketing Association (DMA): to promote best practice through its DMA Code; to maintain and enhance consumers' trust and confidence in the direct marketing industry 5.1.6.4 Cinema Advertising Association (CAA): to promote, monitor and maintain standards of cinema advertising. This includes pre-vetting all cinema commercials to ensure conformity with relevant advertising codes 5.1.6.5 Market Research Society (MRS): to support best practice in market and social research by setting and enforcing industry standards 5.1.6.6 Trading Standards: to act on behalf of consumers and business and advise on and enforce laws that govern the way products are sold and rented. Trading Standards Officers investigate complaints about commercial organisations and, if all else fails, prosecute traders who break the law.

	5.1.7 Students should be able to demonstrate understanding of the influences of marketing and advertising codes of practice on organisations: 5.1.7.1 UK Code of Non-broadcast Advertising and Direct and Promotional Marketing (CAP code): ensures that marketing communications are legal, decent, honest and truthful, that no marketing communication brings advertising into disrepute, that marketing communications must respect the principles of fair competition and comply with the law 5.1.7.2 UK Code of Broadcast Advertising (BCAP code): ensures that adverts do not cause harm or serious or widespread offence including, for example, shock elements and unsafe practices, ensures that adverts directed at children do not exert unfair pressure or 'pester power' 5.1.7.3 The Portman Group Code of Practice: ensures that alcohol is marketed in a socially responsible way, only to those aged 18 and over, and in a way that does not appeal particularly to those who are vulnerable. 5.1.8 Students should be able to demonstrate understanding of the importance of being compliant and up to date within industry context and the risks and consequences of not being so.
5.2	**The importance of substantiating claims and assertions in marketing activities** 5.2.1 Students should be able to demonstrate understanding of the types of claims and assertions made in marketing activities: · Price comparisons against market standards · Unique selling point (USP) · Guarantees and warranties · Product endorsements · Product features · Health benefits. 5.2.2 Students should be able to recall the need for robust evidence to substantiate claims and assertions made in marketing activities: · Application of the Green Claims Code published by the Competition and Markets Authority (CMA) · Independently verified research data · Verified customer feedback.
5.3	**The legal and regulatory environment affecting procurement** 5.3.1 Students should be able to recall the purpose and requirements of the Supply of Goods and Services Act 1982 (for contracts entered into before 2015): 5.3.1.1 Purpose: provides a statutory duty for those who provide services to undertake their work with 'reasonable care and skill' 5.3.1.2 Requirements: if no completion date or price for the work was supplied, the work must be completed within a reasonable time and for a reasonable charge.

	5.3.2 Students should be able to recall the purpose and requirements of the Consumer Rights Act (CRA) 2015: 5.3.2.1 Purpose: sets out a framework that consolidates in one place key consumer rights covering contracts for goods, services, digital content and the law relating to unfair terms in consumer contracts 5.3.2.2 Requirements: all products must be of satisfactory quality, fit for purpose and as described. 5.3.3 Students should be able to demonstrate understanding of the purpose and requirements of the Procurement Act 2023: 5.3.3.1 Purpose: to remove bureaucratic barriers and level the playing field for smaller businesses so they can compete for more contracts in the public sector; to ensure prompt payment for businesses in public sector supply chains 5.3.3.2 Requirements: procurers have to consider the barriers facing smaller businesses so that these can be removed around provision of accounts and insurance at the bidding stage.

Element 6: Sustainability in Business	
6.1	**The emerging green economy** 6.1.1 Students should be able to recall the characteristics of the green economy: · Energy-saving products · Less reliance on fossil fuels · Recycling initiatives · Measures to reduce the carbon footprint of individuals and business organisations · Local measures to reduce emissions and congestion · Investment in public transport initiatives · Government targets to cease production of petrol and diesel cars · International cooperation and collaboration to set targets for emissions and global warming · Environmentally conscious customers and consumers. 6.1.2 Students should be able to consider the ways in which organisations can support the green economy: 6.1.2.1 Use of electric vehicles (EV) 6.1.2.2 Development of solar, wind and hydro power infrastructure 6.1.2.3 Energy efficient products for the domestic market 6.1.2.4 Carbon capture to reduce carbon emissions from fossil fuel electricity generation 6.1.2.5 Waste reduction initiatives, increasing recycling and reuse, reducing food waste by removing use-by dates, offering imperfect fruit and vegetables and converting unused food into animal feed 6.1.2.6 Refurbishing electronic devices to reduce electronic waste (e-waste) 6.1.2.7 Providing sustainable packaging.

6.2	**Sustainable business models** 6.2.1 Students should be able to demonstrate understanding of the three pillars of a sustainable business model: 6.2.1.1 Economic pillar: aligning shareholders' interests for profit with those of the organisation's community, value chains and customers; profit should be able to not be at the expense of the other two pillars 6.2.1.2 Environmental pillar: assessment of carbon footprint and reduction of greenhouse gas emissions, preservation of natural resources, prevention of water scarcity and reduction of overall waste for current and future generations 6.2.1.3 Social pillar: the organisation should be able to have the support and approval of its employees, stakeholders and the community it operates in; employee and community engagement practices. 6.2.2 Students should be able to consider the possible implications for an organisation of having an environmentally sustainable business model: 6.2.2.1 Positive implications: o Financial incentives such as grants, loans, credit facilities, relief/exemption from environmental taxes, government subsidies o Ethical, environmental, diversity and inclusion awards o Certified B Corporation (B Corp) status o Reduces business risks by compliance with legislation o Creates supply chain efficiencies o Enhances customer loyalty and retention o Generates a competitive advantage within the target market 6.2.2.2 Challenges: o Initial costs of transitioning to sustainable practices o Ensuring compliance with current regulations can be time-consuming and costly o Operational costs may be higher due to use of premium materials or technologies o Limited availability of sustainable materials may cause issues in the supply chain o Resistance to change o Consumers may see sustainable products as more expensive o Employees may need training in new sustainable practices. 6.2.3 Students should consider the implications and challenges for an organisation of publishing and implementing a Corporate Social Responsibility (CSR) policy that incorporates its economic, social and environmental responsibilities: 6.2.3.1 Positive implications: o Helps to attract and retain employees o Improves customer perception of the brand o Increases levels of trust o Continues/raises customer loyalty o Shows accountability to investors

	o Enhances staff motivation o Improves productivity 6.2.3.2 Challenges: o Incurs costs to implement CSR activities, monitor their performance and evaluate their impact o Any lack of transparency and authenticity may lead to reputational damage o Expectations of stakeholders, market conditions and organisational aims and priorities may change resulting in the organisation needing to change its policy.
6.3	**Sustainability regulations** 6.3.1 Students should be able to demonstrate understanding of the purpose of sustainability regulations and consider why they are important to business practices and the promotion of sustainability: 6.3.1.1 Environment Act 2021: aims to improve the environment by improving air and water quality, protecting wildlife, increasing recycling and reducing plastic waste 6.3.1.2 Energy Act 2023: aims to support the delivery of net zero, energy independency and promote affordability via the transition to energy smart appliances 6.3.1.3 Green Claims Code published by the Competition and Markets Authority (CMA): aims to ensure that environmental claims made by organisations are verifiable and not misleading or subject to 'greenwashing' – *making false or misleading statements about the environmental impacts of a product* 6.3.1.4 Streamlined Energy and Carbon Reporting (SECR): requires large UK companies to disclose their energy use, carbon footprint and greenhouse gas (GHG) emissions in their annual financial reporting.

Element 7: Communication in Business	
7.1	**Communication process and communication channels** 7.1.1 Students should be able to recall the elements of the communication process in a business context: · Transmitter · Message · Channel · Decoding · Receiver · Feedback loop.

	7.1.2 Students should be able to consider the advantages and disadvantages of the forms of communication a marketer could adopt and their suitability for different situations: 7.1.2.1 One-to-one conversation: o Advantages: allows the reading of non-verbal clues including body language; participants may not feel as constrained compared with a public setting; points of clarification required by an individual can be raised and addressed o Disadvantages: no formal records kept; inappropriate language and behaviour may be exhibited by one of the participants; unequal power relationship and authority between manager and subordinate; misinterpretation of the message being conveyed 7.1.2.2 Small group meeting: o Advantages: enables key messages to be communicated to a team of staff working in a specialist area or on a particular project; promotes collaborative working and allows for feedback o Disadvantages: relies on the skills and leadership style of the team leader; some team members may feel inhibited from providing feedback; collectivism within the team may result in tensions between the team and the team leader 7.1.2.3 Virtual meeting: o Advantages: cost effective; participants can join from different locations; encourages collaborative working with participants sharing and editing documents online o Disadvantages: relies on internet access, reliable connections, up-to-date applications and software; assumes a degree of IT literacy 7.1.2.4 Presentation: o Advantages: visual appeal with accompanying slides, graphics and videos; persuasive impact; useful for getting across complex ideas and data analysis o Disadvantages: reliance on the skills of the presenter; anxiety regarding speaking in public; equipment may be unreliable; poorly presented slides; poor timings can result in less opportunities for audience feedback and queries 7.1.2.5 Letter: o Advantages: an official communication representing an organisation's position on a specific aspect of its activities; can be used as evidence in formal disputes; can enhance the reputation of the organisation's approach to customer service o Disadvantages: inefficient and time-consuming; does not aid effective decision-making; replies to queries may be delayed; may not reach the intended receiver 7.1.2.6 Formal report: o Advantages: provides a permanent record of how a decision was reached; can focus on a specific aspect of the organisation; includes executive summaries, data analysis

	o Disadvantages: time-consuming to prepare; can be expensive to research and write; the receiver may not have the necessary level of knowledge to understand complex data analytics; data may be incorrectly interpreted; may be biased in favour of the writer's own preferences towards certain recommendations 7.1.2.7 Email: o Advantages: 24/7 communication channel with instant access to messages; can be sent instantly to multiple receivers; can include attachments; supports collective virtual working; efficient since there is less need for the formal etiquette required by other forms of business communications o Disadvantages: requires technical equipment; unsecure if not encrypted or password protected; may not be read by the receiver; spam; phishing and unauthorised access to confidential personal and business data; system crashes 7.1.2.8 Leaflet/flyer: o Advantages: can be focused on a particular topic/product/service; can incorporate graphics for effect; key information can be highlighted; can be distributed via inserts into magazines, by post or by local delivery services o Disadvantages: may not be cost-effective; can be difficult to measure return on investment (ROI); may be regarded as 'junk mail' if unsolicited 7.1.2.9 Blog: o Advantages: may increase traffic to the website by use of search engine optimisation (SEO) keywords and social media sharing; high quality content can help to build trust with the target audience; opportunities for networking which can expand the reach of the organisation o Disadvantages: time commitment to create high quality content; can be difficult to measure return on investment (ROI); potential negative comments/negative feedback 7.1.2.10 Videos: o Advantages: can enhance the information provided; allows the user to revisit specific points of interest; explainer videos may help prospective customers to make a purchasing decision; online videos can have a positive impact on search engine rankings o Disadvantages: time and cost of creating, editing and uploading high-quality videos; time spent obtaining permission/informed consent from any persons in the videos to be shown 7.1.2.11 SMS (text): o Advantages: can be sent 24/7; effective for time-sensitive messages; can be sent/accessed from any location with internet access; can be personalised/used with customer relationship management (CRM) system to send marketing messages to targeted groups; can include calls-to-action

	o Disadvantages: not suitable for communicating confidential information; only suitable for short text-only messages; organisations are required to obtain permission from customers before sending them SMS marketing messages; people are wary of fraudulent messages/phishing; may incur costs 7.1.2.12 Instant messaging (IM): o Advantages: communication in real time; can capture people's attention quickly; workplace groups can be formed so two-way communication can be used by all members in the work group; inexpensive; promotes collaborative working; useful in situations where employees are working remotely/from home o Disadvantages: not secure; messages can sometimes stray into unprofessional communications; can be used for non-work activities which impacts on productivity and workflow; employees may 'mute' conversations; difficult to control content.
7.2	**Effective communications** 7.2.1 Students should be able to recall the characteristics required by the transmitter to promote the effective communication of a message: · Has a clear understanding of the purpose of the communication · Has a clear understanding of the needs of the receiver · Ensures the message being communicated is consistent with the purpose of the communication · Exhibits persuasion and influencing skills · Takes account of the level of knowledge and understanding of receiver · Takes account of cultural sensitivities · Exhibits appropriate non-verbal cues · Uses a channel of communication appropriate to the message being communicated. 7.2.2 Students should be able to recall the characteristics of effective communication: · Clear · Concise · Concrete · Correct · Coherent · Complete · Courteous. 7.2.3 Students should be able to recall the characteristics of effective listening skills in a business context: · The receiver and the transmitter need to keep interruptions to a minimum · The receiver and the transmitter need to stay focused · The receiver and the transmitter need to show empathy and interest in what is being said.

7.3	**Conveying messages** 7.3.1 Students should be able to recall the conventions associated with different communication formats used by marketers: 7.3.1.1 Advertising: use of persuasive language, clear narrative structure, call-to-action message, use of endorsements 7.3.1.2 Professional email: subject line, greeting, concise body paragraphs, closing section with an actionable step for the recipient, sign-off, signature 7.3.1.3 Social media: make sure pictures, videos, stories and live videos are well-presented and relevant, respond positively to comments, shares and likes, do not misrepresent the organisation, be mindful of reactive communication 7.3.1.4 Broadcast media: follow legal requirements, know your audience when preparing actuality footage, prepare your content/script, use your voice/body expressively and effectively, use your equipment effectively and efficiently, use appropriate graphics to enhance the message. 7.3.2 Students should be able to consider the suitability of visual communications for different purposes and audiences: 7.3.2.1 Photographs and illustrations: useful in poster, leaflet and other forms of written communication so that a key message is reinforced 7.3.2.2 Charts and infographics: useful in technical presentations so that key points of data analysis can be highlighted to both specialists and non-specialist audiences.
7.4	**The importance of internal communications** 7.4.1 Students should be able to demonstrate understanding of how internal communications may be used to sell ideas to the business and secure employee buy-in: · To establish communication channels to actively encourage employee feedback · To respond positively to employee feedback on any proposed operational changes · To establish systematic communication channels such as newsletters, meetings, employee surveys.

Element 8: Project Management	
8.1	**The stages of project management** 8.1.1 Students should be able to recall the different stages in the life of a project in order and demonstrate understanding of the processes involved in each stage: 8.1.1.1 Initiation: define project, set out scope, purpose, and specific, measurable, achievable, relevant and timebound (SMART) objectives of the project 8.1.1.2 Planning: create a project plan that includes resources, contingencies, finance, quality, key performance indicators (KPIs), communication and monitoring and evaluation mechanisms 8.1.1.3 Risk management: identify and evaluate key project risks, prepare risk management plan; monitor risks, sensitivity (what-if) analysis

	8.1.1.4 Execution: implement project plan, create tasks, organise workflows, and reporting mechanisms to internal and external stakeholders 8.1.1.5 Closure: complete paperwork, release resources and report to key stakeholders 8.1.1.6 Evaluation: identify how far the project met objectives and expectations and identify how to improve future projects using supporting evidence and research including benchmarking and best practice.
8.2	**Project management methods and tools** 8.2.1 Students should be able to consider the suitability of the main project management methodologies for different types of projects: 8.2.1.1 Waterfall and PRINCE2: suitable for large, long-term and well-defined projects that require strict control and documentation 8.2.1.2 Agile: suitable for small, short-term and dynamic projects that require flexibility and collaboration 8.2.1.3 Lean: suitable for delivering manufacturing projects with more value and less waste such as excessive documentation, planning and control and avoidable rework. 8.2.2 Students should be able to recall the similarities and differences between the main project management methodologies: 8.2.2.1 Similarities: o Set targets o Made up of set phases and processes o Involve stakeholders o Budget monitoring and control of resources o Identify and manage risks o Establish reporting arrangements and document control 8.2.2.2 Differences: o Different methodologies o Degree of flexibility o Planning processes o Size and scale o Level of customer involvement o Professional certification. 8.2.3 Students should be able to recall the factors to take into account when planning a project: · The customer requirements for the project · The specification of the project · The skills of the project team members · The costs of the project · The resources available for the project · Timeline of the project · Degree of flexibility required over the course of the project.

	8.2.4 Students should be able to demonstrate understanding of the use of project management tools for different projects and their role in measuring key performance indicators (KPIs): 8.2.4.1 Gantt charts: shows project activities, tasks or events displayed against time to see at a glance what the activities are, when they begin and end, how long they are scheduled to last; where activities overlap, the start and end date of the whole project 8.2.4.2 Specialist project management software: online project management tool which is used to prioritise, schedule and allocate tasks; monitor progress in real-time, schedule and organise project team meetings, monitor and control project budgets so that variances can be identified and addressed.
8.3	**Project budgeting and financial monitoring** 8.3.1 Students should be able to demonstrate understanding of the different approaches to setting a project budget: · Incremental budget setting · Zero-based budgeting · Flexible budgeting. 8.3.2 Students should be able to demonstrate understanding of the advantages and disadvantages of using variance analysis: 8.3.2.1 Advantages: o Identifies variances between budgeted amounts and actual expenditures or performance o Helps identify cost overruns or savings compared to the budget o Helps assess how well the project is performing o Highlights potential risks and uncertainties that could impact project budgets o Helps decision-making 8.3.2.2 Disadvantages: o Focuses on historical data o Does not identify the root cause of the variances o Time consuming process o Variances can be misinterpreted o Negative variances can demotivate team members. 8.3.3 Students should be able to calculate and interpret: 8.3.3.1 Gross profit (GP) = sales revenue - cost of sales (CoS) 8.3.3.2 Net profit (NP) = gross profit - expenses 8.3.3.3 Gross profit margin (GPM) = (gross profit - revenue) × 100 8.3.3.4 Net profit margin (NPM) = (net profit - revenue) × 100 8.3.3.5 Return on capital employed (ROCE) = (net profit ÷ capital employed) x 100 8.3.3.6 Return on investment (ROI): net return ÷ cost of investment 8.3.3.7 Cost variance (CV) = budgeted cost of work - actual cost of work.

8.4	**Strategies to evaluate and improve project outcomes** 8.4.1 Students should be able to recall the main ways projects can be improved: · Risk awareness · Research · Self-evaluation · Internal audit · External evaluation. 8.4.2 Students should be able to demonstrate understanding of ways in which quality project outcomes are measured: · Project delivered within agreed target completion date · Project completed within budget · Stakeholder satisfaction metrics · Quality kitemarks awarded · Performance metrics related to individuals and project team. 8.4.3 Students should be able to demonstrate understanding of how benchmarking can be used to improve future project outcomes: · Comparison to similar projects/industry standards · Identification of best practices · Goal setting · Opportunities to exceed industry standards.

Element 9: Impact of Technology on the Business Environment	
9.1	**Benefits and risks of emerging technology trends in sales and marketing** 9.1.1 Students should be able to consider the benefits of the use of types of emerging technologies for an organisation: 9.1.1.1 Authentic long-form content: allows greater depth which engages readers; provides readers with important resources and information; favoured by search engine optimisation (SEO) 9.1.1.2 Chatbots, robo-advisors, digital assistants and conversational artificial intelligence (AI): can respond to low-level customer queries; promotes efficiencies in response times to customer queries 9.1.1.3 Voice search: allows marketers to optimise websites to rank for targeted keywords and queries to improve its visibility and reach a wider audience; allows consumers to have a hands-free functionality; improves the customer experience which may improve customer loyalty 9.1.1.4 E-commerce and m-commerce: gives the organisation a wider reach; enhances the customer’s purchasing experience; customer convenience of on-the-go purchasing; instant response times 9.1.1.5 User experience (UX): makes complex things easy to use; enhances the user satisfaction by improving the interaction with the websites, applications and devices 9.1.1.6 Metaverse: the immersive shared digital environment allows collaboration between people as if they were in the physical world

	9.1.1.7 Big Data: can be analysed and used to pinpoint ways organisations can enhance operational efficiency; can be used to analyse customer engagement analytics 9.1.1.8 Search engine optimisation (SEO): makes websites more visible/drives high-quality traffic to the organisation's website, increases brand awareness, generates more leads, sales and market share, improves digital marketing return on investment (ROI) 9.1.1.9 Keywords: helps understanding of what users are searching for and the content they need to provide to meet their needs 9.1.1.10 Social search: helps understanding of the behaviours of specific audiences, and identify the people who are talking most about the organisation/the brand 9.1.1.11 AI for copywriting: saves the organisation time as it can generate effective copy for most marketing channels 9.1.1.12 Intelligent social media management tools: can analyse voice of customer (VoC) data in social posts and reviews, can identify keywords and triggers. 9.1.2 Students should be able to consider the risks and challenges of using emerging technologies for an organisation: · Cybersecurity risks: data breaches, ransomware attacks, hackers, phishing, malware and viruses, insider threats, supply chain attacks, inadequate security management, Denial of Service (DoS) · Data loss risks: system failure in hardware and/or software, human error, natural disasters, environmental factors · Financial risks: negative return on investment (ROI) of investment in new technology, increase in loan finance to support capital investment that impacts on profitability in the short-term · Workforce risks: lack of appropriate skills resulting in poor motivation and reduced productivity, shortage of staff capable of defending against and responding to cyber threats, resistance to change. 9.1.3 Students should be able to demonstrate understanding of the use of cyber insurance by organisations.
9.2	**Using technology to support the communications and day-to-day activities in sales and marketing in organisations** 9.2.1 Students should be able to consider the role and suitability of the technology used to support the communications and day-to-day activities in sales and marketing in organisations: 9.2.1.1 Office software: provides applications for word processing, spreadsheets, databases and presentations that can be used to produce professional stakeholder communications, briefs and presentations 9.2.1.2 Real-time dashboards: compares marketing trends within specific time periods to identify outputs against key performance indicators 9.2.1.3 Digital collaboration tools: allows people to work, store and share digital documents in the cloud 9.2.1.4 Customer relationship management (CRM) software: helps to track and act on customer data 9.2.1.5 Sales intelligence tools: provide market insights, competitor analysis and prospect data to enhance sales strategies

	9.2.1.6 Marketing automation software: automates marketing tasks and workflows to nurture leads and support the sales process 9.2.1.7 Market segmentation software: groups customers based on certain similarities in their demographics, behaviour, or any other characteristics 9.2.1.8 Social media platforms: can be used to promote and organisation and its products, communicate, connect with and influence consumers, build brand awareness, drive engagement, generate leads, build relationships, increase sales and build website traffic.

Element 10: Legislation, Regulation and Ethics in the Business Environment	
10.1	**The regulation of business activities** 10.1.1 Students should be able to recall the purposes of regulating business activities: · Ensuring consumer protection, addressing unfair competition and ensuring adherence to the law. 10.1.2 Students should be able to demonstrate understanding of the risks and consequences for organisations of not being compliant and up to date with the law or regulatory standards: 10.1.2.1 Financial risks: can result in the imposition of fines, impact on financial performance 10.1.2.2 Non-financial risks: o Reputational risks: negative impact on corporate image and the brand o Legal risks: investigations which may lead to decreased consumer confidence.
10.2	**Law related to intellectual property (IP)** 10.2.1 Students should be able to recall the ways in which intellectual property can be protected: · Patents: to protect new inventions · Trade marks: to protect brands · Copyright: to protect literature, artwork, photographs, music and film. 10.2.2 Students should be able to demonstrate understanding of the implications for an organisation of breaching current legislation relating to patents, trade marks and copyright: 10.2.2.1 Civil action: fines based on potential lost profits as a result of the infringement 10.2.2.2 Criminal action: in the case of infringements to copyright, registered designs and registered trade marks; fines and, for some offences, a prison sentence.

10.3	**Impact of ethical behaviours on business operations** 10.3.1 Students should be able to recall the meaning of the term ‘ethics’: · Ethics are the moral principles that govern behaviour or the conduct of an activity. 10.3.2 Students should be able to demonstrate understanding of the advantages for an organisation of demonstrating ethical behaviours in its operations: · Builds customer loyalty/encourages repeat sales · Builds/enhances reputation · Ability to charge higher prices · Retains employees · Builds a positive work environment · Reduces the risk of legal action. 10.3.3 Students should be able to demonstrate understanding of the behaviours expected of ethical organisations: · Complying with the law and the requirements of the marketing regulators · Acting with integrity, and the promotion of openness, honesty, fairness and reliability · Ensuring that product endorsements are transparent, and the content is legal, decent, honest and truthful · Treating suppliers, customers, partners, and employees fairly and with respect at all times, taking the susceptibility of vulnerable consumers into consideration · Respecting equality and diversity of consumer groups · Maintaining high ethical standards in the sales and marketing departments · Rejecting unethical or controversial communication strategies · Showing respect for the environment and local communities · Taking account of the potential ethical implications of using artificial intelligence (AI) in marketing activities.

Scheme of Assessment – Core Component

There are three assessments in the Core component of the *T Level Technical Qualification in Marketing*:

- Core Examination Paper 1
- Core Examination Paper 2
- Employer Set Project.

The mapping, timings, scheduling and preparation for the assessments shown below are for the current specimen assessment material. The actual live assessments will have the same overarching number of tasks and overall focus. However, the order of tasks and the details within the task may change each series.

Core examination

Paper 1: Business Principles
Written examination: 2.5 hours **30% of the Core assessments** **90 marks**
Content overview Element 1 – The Business Environment Element 6 – Sustainability in Business Element 7 – Communication in Business Element 9 – Impact of Technology on the Business Environment Element 10 – Legislation, Regulation and Ethics in the Business Environment
Assessment overview An externally assessed written examination comprising three sections. Students answer all questions in Section A, Section B and Section C. Core Examination Paper 1 includes short, medium, and extended open-response questions. Core Examination Paper 1 is set and marked by Pearson.

Paper 2: Principles of Marketing, Sales and Procurement
Written examination: 2.5 hours **30% of the Core assessments** **90 marks**
Content overview Element 2 – Principles of Marketing Element 3 – Principles of Sales Element 4 – Principles of Procurement Element 5 – Legislation and Regulation in Marketing, Sales and Procurement Element 8 – Project Management
Assessment overview An externally assessed written examination comprising three sections. Students answer all questions in Section A, Section B and Section C. Core Examination Paper 2 includes short, medium, and extended open-response questions. Core Examination Paper 2 is set and marked by Pearson.

Both Core Examinations follow the same paper structure, but assess different Core content, and are available as paper-based only.

There are three sections in each paper:

Paper 1

Section A is weighted 33.33%

Section B is weighted 33.33%

Section C is weighted 33.33%.

Paper 2

Section A is weighted 33.33%

Section B is weighted 33.33%

Section C is weighted 33.33%.

Core Examination Assessment Objectives

Assessment Objective			Paper 1 Marks	Paper 1 %	Paper 2 Marks	Paper 2 %
AO1	**1a**	**Knowledge**	11	12.22	11	12.22
	1b	**Understanding**	25	27.77	25	27.77
AO2		**Application**	33	36.66	33	36.66
AO3	**3a**	**Analysis**	15	16.66	15	16.66
AO3	**3b**	**Evaluation**	6	6.66	6	6.66

Employer Set Project

Employer Set Project
Externally assessed project: 10 hours **40% of the Core assessments** **108 marks**
Content overview The assessment of content in the Employer Set Project is synoptic and may draw on any part of the Core content.
Assessment overview Students will be given an overarching scenario to set the scene and individual tasks stimulus to cover all the skills and AOs. The skills are: CS1: Communication – use a range of communication methods tailored to audience CS2: Creative thinking CS3: Applying a logical approach to solving problems, identifying issues and proposing solutions CS4: Working as part of a team CS5: Reflective practice

Employer Set Project Assessment Objectives

Assessment Objective	
AO1	Plan their approach to meeting the brief
AO2	Apply Core knowledge and skills as appropriate
AO3	Select relevant techniques and resources to meet the brief
AO4	Use maths, English, and digital skills as appropriate
AO5	Realise a project outcome and review how well the outcome meets the brief

Resources for the delivery of the Core component content

There is no specialist equipment required for the delivery of the Core component.

4 Occupational Specialism

Marketing

Performance Outcome 1: Apply research methods to acquire and analyse information to support marketing activities

What skills do students need to demonstrate?
S1.6 Check and verify information to ensure it is complete, accurate, appropriate and of good quality: · Use the research methodologies used to collect the data (E5) · Review the data sources (E4, E5) · Use measures to ensure the quality of data (E5, M2) · Use data validation processes (M1, M5, M6, D1) · Compare the data analysis results with the predicted results and context (E6, M2, M5)

What underpinning knowledge do students need?	
K1.1	**The sources of data used in market research**
1.1.1	**Internal sources of business data to support marketing activities:** · Internal business systems which generate business data customers · Customer relationship management software · Loyalty schemes · Electronic point of sales (EPOS) systems · Financial records including sales and marketing records · Website behaviour including monitoring traffic, click rates and conversions and sales figures · Composition and characteristics of existing customer base including: o Demographics (age, gender, ethnicity) o Geographical location (local, regional, national, international) o Repeat business o Lifetime value o Average spends per purchase o Aggregate spend over specific time periods o Profile of products purchased · Analysis of customer feedback including complaints, questionnaires, email surveys, telephone feedback · Social listening: o Sentiment analysis o Customer comments o Engagement rates

	· Internal business systems which generate business financial data · Sales figures and sales trends including by customer demographic, product line, time period · Budget monitoring including variance analysis · Financial performance drawn from profit and loss account (income statement), balance sheet (statement of financial position) · Outcome of break-even analysis · The importance of confidentiality when dealing with business data: o For customer data: including the requirement to meet the requirements of data protection legislation and contractual obligations in respect of business to business (B2B) contracts; the implications on business reputation of breaches in customer confidentiality o For business financial data: to ensure that business data is not disclosed which may result in them gaining a competitive advantage.
1.1.2	**External sources of business data including:** · Government: office for national statistics (ONS), government departments including trade and industry, health, education, specially commissioned reports, census data · Private providers: specialist market intelligence agencies and market research organisations, newspapers and scholarly journals based on academic research, specialist websites.
1.1.3	**Characteristics of reliable sources:** · CRAAP test: currency, relevance, authority, accuracy and purpose · Reliability of reference sources: credibility and bias · Acknowledgement of peer review: expert credentials to ensure quality of conclusions.
1.1.4	**The differences between data and information:** · Data: unprocessed raw statistics · Information: processed data · Management information: processed data which supports the decision-making process.
1.1.5	**Fact, opinion, and bias in a marketing context:** · Fact: research that has objective reality · Opinion: judgement and viewpoint · Bias: partiality, preference, or prejudice · Differences between fact, opinion, and bias.

What skills do students need to demonstrate?
S1.1 Interpret a brief, its objectives and scope: · Deconstruct the brief (E5): o Explain the objectives (E5, M6) o Prioritise the objectives (E5, M5) o Translate and explain the scope (for example, budget, deadline, resources) (E5)

S1.2 Create a research brief including the articulation of a key question and intended objective(s):

- Deconstruct the problem/issue to be addressed (E4, E5, M5)
- Identify (E4, E5, M5):
  - The key question
  - Intended objectives
  - Constraints and deliverables
- Explore research approaches and sources (E5, D1)
- Select appropriate methodologies (E4, M2, M5)
- Document the requirements (E1, E4, M6, D1, D2).

S1.3 Identify and source relevant and suitable internal and external information for analysis:

- Explore different internal and external data sources (E5, M5, M6)
- Select appropriate internal and external data sources (E5)
- Obtain internal and external data sources (D1).

S1.4 Use appropriate primary and secondary research methods to gather information for marketing activities:

- Select appropriate research methods (E5, M6)
- Select appropriate research methodologies (E5, M6)
  - Qualitative research
  - Quantitative research
- Consider ethical factors relating to the research (M6, D5)
- Gather data using the selected research methods (E4, D1, D3).

S1.5 Use appropriate tools to gather information including survey tools, key word research tools and desktop research:

- Identify the information required, constraints and deliverables (E4, E5, M6)
- Select appropriate tools to gather information (E4, E5)
- Select appropriate research methodologies (E5, M6)
- Gather data using the selected tools (E1, D1).

S1.6 Check and verify information to ensure it is complete, accurate, appropriate and of good quality:

- Use the research methodologies used to collect the data (E5)
- Review the data sources (E4, E5)
- Use measures to ensure the quality of data (E5, M2)
- Use data validation processes (M1, M5, M6, D1)
- Compare the data analysis results with the predicted results and context (E6, M2, M5).

What underpinning knowledge do students need?	
K1.2	**Research process, methods and design** ***The format of research briefs and how they are implemented***
1.2.1	· Research briefs and their objectives, scope and requirements · Use of the brief and implementation for communicating with stakeholders · Format of a research brief and its structure to ensure the client and research team are aligned within the project: o Purpose of a research brief o Background and context: rationale and why the research is necessary; identification of target audience o The intended objectives and its purpose being specific, measurable, achievable, relevant, time-bound (SMART) o Articulation of the key research question(s), for example, descriptive, relational or causal o Research methodology, for example, how the research will be conducted, use of secondary and primary research data o Proposed outcomes, for example, data sets, analyses, implications, recommendations, new research methods o Using and selecting the relevant information, communicating clear and concise data for the intended audience and stakeholders · Ethics in market research: o Key industry codes of ethics o What researchers can and cannot do.
1.2.2	**Common types of research methodology used in marketing including:** · Qualitative research: based on individual responses and open-ended questions · Quantitative research: based on numerical and statistical data and closed questions · Mixed-method research: mixture of quantitative and qualitative research · Experimental research: based on hypothesis testing · Case studies: highly focused research on a specific factor or subject · Qualitative methods used to gather information both face-to-face and online: o Qualitative questions in questionnaires o Visits and observations o Interviews o Focus groups · Quantitative methods used to gather information both face-to-face and online: o Surveys and polls o Secondary research o Experiment o Systematic observation

	- Using qualitative and quantitative research methods in the research process to:
	  o Identify relationships, trends and key determinants
	  o Make forecasts and predictions.

1.2.3	**Design characteristics in the research process:**
	- Descriptive: where variables are identified, observed and measured – what, when, how, where
	- Comparative: where similarities and differences between groups or variables are identified and analysed using:
	  o Qualitative data without manipulation of an independent variable
	  o Quantitative data with manipulation of an independent variable.

1.2.4	**Students should be able to consider the advantages and disadvantages of primary and secondary research methods:**
	- Primary, both online and face-to-face:
	  o Questionnaires, surveys and polls
	  o Visits and observations
	  o Interviews and focus groups
	  o Experiments
	- Secondary:
	  o Published sources
	  o Online databases
	  o Government and institutional records
	  o Publicly available data
	  o Past research studies.
	- Key aspects to consider – cost, time, data specificity, data quality, scope, relevance, and expertise required.

What skills do students need to demonstrate?
S1.5 Use appropriate tools to gather information including survey tools, key word research tools and desktop research: - Identify the information required, constraints and deliverables (E4, E5, M6) - Select appropriate tools to gather information (E4, E5) - Select appropriate research methodologies (E5, M6) - Gather data using the selected tools (E1, D1).
S1.6 Check and verify information to ensure it is complete, accurate, appropriate and of good quality: - Use the research methodologies used to collect the data (E5) - Review the data sources (E4, E5) - Use measures to ensure the quality of data (E5, M2) - Use data validation processes (M1, M5, M6, D1) - Compare the data analysis results with the predicted results and context (E6, M2, M5).

S1.7 Synthesise information from research activity: · Enter and manipulate data gathered (E4, E5, M2, M4, M5, D1, D4) · Use data using appropriate tools (for example, spreadsheets) (E4, E5, M2, M4, M5, D1, D3, D4) · Identify appropriate concepts, patterns and themes (E5, M2, M4, M5, M6, M7, D1, D4) · Summarise the findings (E1, E2, E3, M5, M6, M7, M8) · Draw conclusions from the research findings to answer the objectives (E1, E2, E3, M5, M6, M7, M8).

What underpinning knowledge do students need?	
K1.3	**Data collection, handling, and processing** ***Methods of data collection and analysis***
1.3.1	**Purpose of data collection from multiple sources:** · Answer research question(s) · Support or disprove a hypothesis · Make informed decisions · Make predictions about future probabilities and trends.
1.3.2	**Formats of research outcomes including:** · Those requiring future accessibility: o Proprietary and non-proprietary o Open and with documented standards that need to be followed o Appropriate formats for use in different contexts: image, text, audio, database.
1.3.3	**Methods of data manipulation:** · The reasons why data may need to be manipulated: o Cleansing: fixing or removing incorrect, corrupted, incorrectly formatted, duplicate or incomplete data o Blending: from multiple sources to one useful dataset to perform deeper analyses o Merging: to create a single dataset for analysis.
1.3.4	**Data analysis methods, tools and techniques and their application in a marketing context:** · Statistical analysis: o Measures of central tendency (mean, median and mode) from grouped and ungrouped data o Measures of dispersion (the range, the interquartile range, quartile deviation, mean deviation, standard deviation) o Application of statistical analysis in a marketing context

	· Mathematical analysis: o Explanatory and response variables o Positive and negative correlation o The principles of simple linear progression o The median and quartiles o Application of mathematical analysis in a marketing context · Graphical analysis: o Bar, pie and line charts o Histograms o Scatter graphs o Cumulative frequency curves o Box plots o Application of graphical analysis in a marketing context · Qualitative analysis: thematic (identifying patterns), sentiment analysis and emotion detection (based on a scale), aspect-based (based on a feature).

What skills do students need to demonstrate?
S1.3 Identify and source relevant and suitable internal and external information for analysis: · Identify the key question, intended objectives, constraints and deliverables (E4, E5, M6) · Explore different internal and external data sources (E5, M5, M6) · Select appropriate internal and external data sources (E5) · Obtain internal and external data sources (D1).
S1.4 Use appropriate primary and secondary research methods to gather information for marketing activities: · Select appropriate research methods (E5, M6) · Select appropriate research methodologies (E5, M6) o Qualitative research o Quantitative research · Consider ethical factors relating to the research (M6, D5) · Gather data using the selected research methods (E4, D1, D3).
S1.5 Use appropriate tools to gather information including survey tools, key word research tools and desktop research: · Identify the information required, constraints and deliverables (E4, E5, M6) · Select appropriate tools to gather information (E4, E5) · Select appropriate research methodologies (E5, M6) · Gather data using the selected tools (E1, D1).

S1.6 Check and verify information to ensure it is complete, accurate, appropriate and of good quality: · Use the research methodologies used to collect the data (E5) · Review the data sources (E4, E5) · Use measures to ensure the quality of data (E5, M2) · Use data validation processes (M1, M5, M6, D1) · Compare the data analysis results with the predicted results and context (E6, M2, M5).
S1.7 Synthesise information from research activity: · Enter and manipulate data gathered (E4, E5, M2, M4, M5, D1, D4) · Use data using appropriate tools (for example, spreadsheets) (E4, E5, M2, M4, M5, D1, D3, D4) · Identify appropriate concepts, patterns and themes (E5, M2, M4, M5, M6, M7, D1, D4) · Summarise the findings (E1, E2, E3, M5, M6, M7, M8) · Draw conclusions from the research findings to answer the objectives (E1, E2, E3, M5, M6, M7, M8).
S1.8 Assess the validity of market research findings against its market research brief: · Identify the requirements of the market research brief (E4, E5) · Summarise the findings (E4, M5, M6, M7, M8) · Use tools to check data validity (for example, data cleaning, data verification, data triangulation, data analysis, and data interpretation) (E4, M2, M4, M5, M6, D1, D4) · Compare the findings against the research requirements (E4, M2, M4, M5, M6, D1, D4) · Draw conclusions about the validity of the findings (E1, E2, E4, E5, M6, M8).

What underpinning knowledge do students need?	
K1.4	**Marketing environment and analysis** ***Business tools to analyse the marketing environment and measure business performance***
1.4.1	**Understand the characteristics of the macro, micro and internal environments.**
1.4.2	**Apply different approaches to situational analysis in a marketing context:** · Political, Economic, Sociological, Technological, Legal and Environmental (PESTLE) analysis including: o Political: government support, trading as partners with other countries o Economic: impact of fiscal and monetary policies on interest rates, disposable income, economic growth, exchange rate fluctuations o Sociological: attitudes to saving, spending and debt, social responsibility requirements, demographic trends, consumer tastes and preferences o Technological: artificial intelligence (AI), automation, improved communications o Legal: consumer protection legislation, data protection, financial services legislation, industry regulation o Environmental: sustainability, carbon emissions, waste, recycling, reduction of pollution

	· Threats, Opportunities, Weaknesses and Strengths (TOWS): o Strategic vulnerabilities o Competitors o Industry level changes · Selecting strategies based on the outcome of a Strengths, Weaknesses, Opportunities and Threats (SWOT)/Threats, Opportunities, Weaknesses and Strengths analysis: o Using internal strengths: to exploit external opportunities; to avoid or minimise the impact of external threats o Overcoming internal weaknesses: to exploit external opportunities; to overcome internal weaknesses; to minimise external threats.
1.4.3	**Positioning by using market and competitor mapping to identify gaps and diversity in the market:** · Understand market and competitor mapping · Steps in market and competitor mapping · Identifying gaps and diversity in the market · Leveraging insights for strategic decisions · Case studies and examples.
1.4.4	**The application of business models to inform business strategy in a marketing context:** · Ansoff Matrix · Boston Consulting Group Matrix · Porter’s Five Forces model.
1.4.5	**How suppliers and supply chains affect the marketing environment including:** · Maintenance of production · Influence on costs · Quality · Reliability · Sustainability · Enhancing brand and reputation.
1.4.6	**Quantifiable measures of business performance including:** · Key performance indicators (KPIs) in relation to: o Profitability: gross profit margin (GPM), net profit margin (NPM), return on capital employed (ROCE) o Efficiency: inventory turnover o The customer experience: by customer efficiency, satisfaction and retention o Marketing: website traffic, social media traffic, conversion rates on call-to-action content, blog articles published, click-through rates, return on investment, return on ad spend o Sales: customer lifetime value, customer acquisition cost, average conversion time

	· Key performance indicators (KPIs) used to evaluate the market including identification of the: o Potential size of the market (by volume, value and composition) o Potential for market growth o Degree of market saturation o Opportunities for diversification o Competitive advantage over business rivals o Business risks including changes in consumer tastes and preferences and new entrants into the market o Emerging trends.

What skills do students need to demonstrate?
S1.7 Synthesise information from research activity: · Enter and manipulate data gathered (E4, E5, M2, M4, M5, D1, D4) · Use data using appropriate tools (for example, spreadsheets) (E4, E5, M2, M4, M5, D1, D3, D4) · Identify appropriate concepts, patterns and themes (E5, M2, M4, M5, M6, M7, D1, D4) · Summarise the findings (E1, E2, E3, M5, M6, M7, M8) · Draw conclusions from the research findings to answer the objectives (E1, E2, E3, M5, M6, M7, M8).
S1.8 Assess the validity of market research findings against its market research brief: · Identify the requirements of the market research brief (E4, E5) · Summarise the findings (E4, M5, M6, M7, M8) · Use tools to check data validity (for example, data cleaning, data verification, data triangulation, data analysis, and data interpretation) (E4, M2, M4, M5, M6, D1, D4) · Draw conclusions about the validity of the findings (E1, E2, E4, E5, M6, M8).
S1.9 Present research insights to inform marketing decisions in an appropriate format for the information obtained and target audience: · Identify the marketing decisions (E4, E5) · Identify the needs of the target audience (E4, E5) · Use tools to present the research insights (E1, E2, D1, D2, D3, D4).

What underpinning knowledge do students need?	
K1.5	**Validation and presentation** ***The interpretation and presentation of research findings***
1.5.1	**Interpreting findings from research including:** · Validity: o Extent to which results measure what they are supposed to measure o How well the results correspond to established theories and other measures o Accuracy and reproducibility of results

	· Reliability: o Accuracy o Consistency of results over time o Extent to which results can be reproduced · Limitations: o Methodology: sample size, lack of available or reliable data, lack of prior research studies, measures used to collect data o Research process: access to information, longitudinal effects, bias, language fluency, time and budget constraints · Drawing conclusions: o Review of data analysis o Identification of inferred facts and assumptions o Analysis of information o Recommendations/decisions on next step(s).
1.5.2	**Presentation methods appropriate to the audience type:** · Graphical: o Bar, pie, and line charts o Scatter graphs o Histograms · Tabular: quantitative, qualitative, spatial, temporal analysis · Written, graphic and oral reports: o Title o Contents o Summary o Introduction o Main body o Conclusion o Recommendations o Appendices o Use of presentation software.
1.5.3	**Factors to consider when making a presentation including:** · Self-awareness: o Preparedness o Knowledge of subject matter o Personal skills and qualities: presentation skills, communication skills, technical skills, empathy with audience, confidence · Awareness of audience type: o Needs and interests o Prior knowledge o Level in the management hierarchy o Job roles o Time available.

Performance Outcome 2: Assess customers and stakeholders

What skills do students need to demonstrate?
S2.1 Develop a stakeholder map for external or internal stakeholders: · Identify the problem/issue/question (E4, E5, M6, D3, D4) · Identify the relevant stakeholders (D5, M6) · Assess their level of power and influence (D5, M5, M6) · Plot the stakeholders on the map (E2, M5, D1, D3).
S2.2 Engage and communicate with stakeholders through a variety of channels: · Identify the relevant stakeholders (E4, E5) · Assess their objectives, expectations and requirements (E5, M5, M6) · Identify appropriate methods and channels of communication (E4, E5) · Plan the methodology and message (E1, E2, E4) · Select the most appropriate methods and channels of communication (E1, E2, E4) · Use the methods and channels of communication to engage the stakeholders (E1, E2, E4, M6, D1, D3).
S2.3 Construct detailed and realistic plans for developing stakeholder relationships: · Identify the relevant stakeholders (E4, E5) · Assess their objectives and requirements (E5) · Explore methods to develop positive relationships (E5, M6, D3) · Plan a strategy to develop positive stakeholder relationships with consideration to constraints and the context (E4, E5, M5, M9, D1) · Construct a detailed plan (E1, E2, E4, M8, D1, D2, D3).
S2.4 Communicate key messages in writing, digitally and orally including through presentations: · Identify the key messages (E4, E5) · Convey key messages using appropriate methods of communication (E5) · Use the most appropriate format of communication (E5, M6, D3) o Written (for example, reports, emails, social media) o Digital (for example, slides, videos, social media) o Oral · Consider delivery methods of communication (E1, E2, E3, M8, D1, D3) o Articulation of message o Technical language o Key message o Engaging the audience.

What underpinning knowledge do students need?	
K2.1	**Stakeholders** ***The needs and interests of the main business stakeholder groups***
2.1.1	**The needs and interests of internal and external stakeholders:** · Internal: o Board of directors and trustees o Managers o Employers o Owners · External: o Customers o Investors and shareholders o Lenders o Suppliers and partners o Media o Competitors o Government and regulatory bodies o Other: creditors, trade unions, pressure groups.
2.1.2	**The relationship between businesses and stakeholders, their objectives, and their potential conflicts of interest:** · Shareholder value, customers as long-term assets, employee involvement, corporate social responsibility · Mendelow's Matrix (Power/Interest Grid) · Salience Model · RACI Matrix (Responsible, Accountable, Consulted, Informed) · The application of stakeholder mapping tools to: o Analyse key stakeholders and how they may influence marketing decisions for a business in different contexts o Help inform how and when a business will engage with different stakeholders in different contexts.
2.1.3	**Qualities exhibited by businesses that are valued by stakeholders:** · Integrity which attracts higher-quality partnerships, honesty and loyalty · Reliability so there is alignment with mission and goals by investing time, resources and expertise. · Self-motivation to increase value · Being proactive to ensure long-term success · Positive attitudes to help achieve goals and create and sustain value · Listening to stakeholder views and providing feedback · Knowledge of product(s) · Understanding customers and their importance to a business: o Influences on customer behaviour o Managing the customer experience o Customer service and its importance.

2.1.4	**Strategies to brief, manage and foster relationships with suppliers and partner organisations:** · Specific, clear, and professional contract agreements · Mutual planning for the future · On-time payments and invoicing · Two-way communication channels · Technology deployment · Focus on perceived value.
2.1.5	**Factors to consider when producing a stakeholder map:** · Identify stakeholders · Analysis · Mapping · Communication plan · Engaging expectations · Monitor and review · Practical application.
2.1.6	**Engage and communicate with stakeholders through a variety of channels:** · Email · Presentations · Meeting online and face-to-face.
2.1.7	**The importance to the business of securing stakeholder buy-in including:** · Supporting the achievement of the business's aims and objectives · Promoting improvement and positive change in business systems and operating practices · Enhancing the reputation of the business.
2.1.8	**Justification for stakeholder engagement:** · Why engaging with different types of stakeholders is essential to the success of a marketing campaign · Ensuring the campaign aligns with stakeholder expectations · Justification of frequency of communication with different stakeholders · Rationale for engaging with different stakeholders in relation to marketing decision-making.

What skills do students need to demonstrate?
S2.4 Communicate key messages in writing, digitally and orally including through presentations: · Identify the key messages (E4, E5) · Convey key messages using appropriate methods of communication (E5) · Use the most appropriate format of communication (E5, M6, D3) o Written (for example, reports, emails, social media) o Digital (for example, slides, videos, social media) o Oral · Consider delivery methods of communication (E1, E2, E3, M8, D1, D3) o Articulation of message o Technical language o Key message o Engaging the audience.

What underpinning knowledge do students need?	
K2.2	**Customers and their importance to a business**
2.2.1	**Influences on customer behaviour:** · Psychological factors: o Motivation to buy o Attitudes to the brand and to product(s) o Perceptions about the brand and about product(s) · Social factors: o Family o Close relationships o Peer-group relationships o External parties: advertisements and social media o Reference groups o Status · Cultural factors: o Beliefs o Customs o Traditions o Languages o Religions o Attitudes towards different gender types

	· Personal factors: o Age o Occupation o Lifestyle o Gender o Interests o Educational attainment level o Level of disposable income o Discretionary income · Economic factors: o Inflation o Interest rates o Taxation rates o Availability of payment options.
2.2.2	**Managing the customer experience:** · Customer persona and profiling · Personalising experiences · Matching appropriate offering at appropriate stages in the customer life cycle consistently.
2.2.3	**Customer service and its importance to achieving key performance indicators (KPIs):** · Impact on sales, turnover and profit margins · Generating a competitive advantage · Generating referrals · Strengthening brand preference · Increasing customer lifetime value · Boosting revenue from existing and new sales · Customer loyalty and retention · Reducing costs · Increasing customer lifetime value.

Performance Outcome 3: Develop and define propositions for marketing activities

What skills do students need to demonstrate?
S3.1 Develop product communication(s) that appeal to targeted audiences: · Identify the target audience (E4, E5) · Assess their objectives, expectations and requirements (E4, M5, M6) · Explore and use different methods of communication (E5, D3, D5) · Create the message (E1, E3, M8, D1, D3) · Use the method of communication to convey the message (E1, E2, E3, M8, D1, D3).

What underpinning knowledge do students need?	
K3.1	**Product** ***Product differentiation and the implications for marketing strategies***
3.1.1	**Benefits, features and functions of tangible and intangible products applied to the marketing mix including:** · Tangible products: o Features and functions: physical goods that can be seen, touched, smelt and/or heard o Benefits to customer: identification of defects, assessment of product quality prior to purchase o Benefits to business: easy to track, easier to demonstrate features and attributes, samples can convince customers of quality · Intangible products: o Features and functions: services that cannot be inspected or tested prior to purchase o Benefits to customer: enhancing quality of life and providing comfort and reliability in purchasing preferences o Benefits to business: adding value to business processes and practices.
3.1.2	**The influence of value-added enhanced products on consumer purchasing decisions including:** · Delivery · Extended warranty · Customer service · Installation · Removal and recycling of old product · After-sales service.

3.1.3	**Factors influencing the success of a product in a competitive market including:** · Design: functionality, ergonomics, usability, experience · Technology: interface, supportive and peripheral · Aesthetics: visual appearance, style and colour scheme, packaging · Unique selling point (USP) · Branding: brand personality, brand image · Relative importance of product within the business's product portfolio.
3.1.4	**Marketing strategies applied to different stages of the product life cycle:** · Development, introduction, growth, maturity, decline, extension strategies · The business case for innovation in a competitive market · Factors influencing business decisions regarding investment in product innovation including: o Synergy with mission and strategic objectives o Costs and potential revenue o Risks o Return on capital employed (ROCE) o Outcomes of market research.

What skills do students need to demonstrate?
S3.2 Consider and justify product pricing approach: · Explore different pricing strategies (E4, E5) · Identify the target customers' needs and any constraints relating to the price (E5, M2, M6) · Select the most appropriate pricing strategy (E4, E5, M9) · Explain why the chosen pricing strategy best meets target customers' needs with reference to the strengths, limitations and context (E1, E2, D1, D3).

What underpinning knowledge do students need?	
K3.2	**Price** ***Factors determining different types of pricing strategies***
3.2.1	**Factors that determine pricing strategy of a product applied to the marketing mix including the:** · Potential demand for the product drawn from market research · Break-even analysis applied to the product's costs of production, including fixed and variable costs and the margin of safety · Level of competition in the market: physical and digital · Strength of the brand · Proposed marketing methods to be used · Location of the product in the product life cycle · Specific industry or type of product.

3.2.2	**The features, application, and business risks of different pricing strategies:** · Value-based · Competition-based · Cost-plus · Dynamic · Loss-leader · Penetration · Premium.
3.2.3	**The relationship between cost, price and value and its impact on marketing strategies and consumer behaviour:** · Types of costs · Pricing strategies · Value perception · Segmentation, Targeting, and Positioning · Marketing mix · Price sensitivity · Perceived value · Psychological pricing.

What skills do students need to demonstrate?
S3.3 Prepare and present a customer journey process including relevant touchpoints: · Identify the needs and requirements of target customers (E4, E5) · Identify the steps in the customer journey (E5, M5) · Present the steps in the customer journey which highlights the relevant touchpoints (E1, E2, E3, D1, D2, D3).

What underpinning knowledge do students need?	
K3.3	**Process**
3.3.1	**The key features of process as applied to the marketing mix including:** · Payment systems · Distribution and delivery systems · Role of technology including digital platforms.
3.3.2	**Steps in the customer journey and how the process can build a positive experience both online and physically:** · Customer journey and production of content that helps to move customers through the journey including: o Awareness: educational content that helps to solve customer problems, showing how product addresses customer needs o Consideration: blog content, success stories, email campaigns, webinars, events to engage customers and reinforce product features o Purchase/decision: efficient sales processes and finance options

	o Retention: post-sale customer service, continuation of marketing and engagement, including loyalty programmes and product advancements to increase likelihood of a higher customer life cycle value from repeat business o Advocacy: word of mouth marketing attracting new customers; influence of social media.
3.3.3	**The features of different approaches to processing orders from the customer's initial enquiry through to the business's response: in-store, mail-order and online.**
3.3.4	**The implications for the customer and the business of different methods of delivery: self-delivery, third-party delivery, and distributors.**
3.3.5	**Technology and its role in promoting business efficiencies and enhancing the customer experience:** · Live chat via texting and video · Chatbots · Interactive voice response (IVR) menus · Telephone support · Email · Social media · Online support portals · Metaverse · Search engine optimisation (SEO).
3.3.6	**The features of marketing personas in a target market:** · Marketing personas being fictional, generalised representations and ideal customers · Elements within a marketing persona: o Name o Age o Occupation o Location o Income o Education o Family status o Hobbies and interests o Goals and motivations o Challenges o Touchpoints o Pain points o Day-to-day narrative · Contextualised specifics: o Brand loyalty o Product usage scenarios o Purchase frequency o Price sensitivity o Industry trends

	- The role of marketing personas: o Developing a successful marketing mix o Creating a successful marketing campaign plan.

What skills do students need to demonstrate?
S3.4 Show how the power of brand influences product demand and personal impact: - Identify the brand values (E4, E5) - Explore how the brand is used in the marketing mix (E4, E5) - Explain how the brand values are used to appeal to the target customer (E1, E2, E3, M6, D1) - Explain how the brand values encourage customers to demand the product (E1, E2, E3, E4, M5, D1, D3).

What underpinning knowledge do students need?	
K3.4	**Brand and the marketing mix** ***The development of a brand and its application in the marketing mix***
3.4.1	**Principles of branding in the context of the marketing mix including:** - Positioning: the unique space a brand occupies in the minds of customers - Value: the key principles that guide how the business operates and the brand's worth - Identity: the elements that a business creates to portray the right image to customers - Guidelines: the rules a business sets for how it presents itself to the public - Tone of communications: the mood or emotion conveyed to customers through word choice and writing style.
3.4.2	**Factors influencing brand design:** - Characteristics of the target market - Patents, trademarks, and copyrights - Typography - Colour palette - Form, shape and images - Brand sentiment - Logos - Symbols - Straplines, slogans and jingles - Website - Product packaging - Characteristics of the product - The impact of celebrity and influencer endorsements.

3.4.3	**Characteristics of brand as a business asset including:** · Brand value: perceived value from customers, choice of competitors, how much extra customers are willing to pay and how they remember, engage, and relate to the brand · Brand and customer equity: brand loyalty, brand awareness, brand associations and perceived quality · Protecting the brand: copyrights, trademarks, patents, trade secrets, industrial designs.
3.4.4	**Benefits and limitations to the business of establishing a brand including:** · Benefits: customer recognition, credibility and trust, customer loyalty and emotional connection, consistency, brand equity, differentiation and competitive advantage, premium pricing, barrier to entry, business growth and expansion · Limitations: development costs, difficulty in changing perception, high expectations, negative associations, limited flexibility, maintaining consistency.
3.4.5	**The importance of developing a personal brand:** · The importance of online influencers in a marketing context · Key characteristics of developing a personal brand: o Differentiation o Opportunities o Personality o Trust o Credibility · Advantages of creating a personal brand including: o Generating followers o Generating revenue streams o Establishing partnerships.
3.4.6	**The importance of the role of brand communication when developing a marketing campaign:** · Integrated marketing communications (IMC) · Building emotional connections · Differentiation from competitors · Targeted messaging · Reinforcing brand identity. · The role of brand communication in influencing the overall look, feel, and style of a marketing campaign.

What skills do students need to demonstrate?
S3.5 Contribute to the planning of campaigns across a variety of offline and digital media platforms: · Identify the objectives of the campaign, target market, resources and constraints (E4, E5, M5, M9) · Identify different offline and digital media platforms that can be used for the campaign (E4, E5, D1) · Select appropriate offline and digital media platforms (E4, E5) · Explain how the different platforms will interrelate (E1, E2, E3, M5, M6, D1, D3) · Outline the timing and logistics of the campaign (E1, E2, M2, M5, D1) · justify the decisions in line with the objectives, target market needs, resources and constraints (E1, E2, M8, D1, D2, D3, D4).
S3.6 Plan marketing activity using marketing tactics that will acquire or retain, for example, one or more customer segments using available resources. · Identify the resources and constraints (E1, E2, M2) · Identify the customer segments to target (E4, E5, M6) · Identify the needs and wants of the customer segments (E4, E5, M5) · Identify marketing tactics that could be used (E4, E5, M6) · Select appropriate market tactics to best meet the needs/wants of the targeted customer segments (E4, E5, M6) · Outline how the marketing tactics can be used to acquire or retain the customer segments (E1, E2, E4, M6, D1, D3).

What underpinning knowledge do students need?	
K3.5	**Marketing plans** ***The purpose, structure and implementation of marketing plans***
3.5.1	**The purpose of a marketing plan in relation to the long-term strategic objectives of a business.**
3.5.2	**The principles and characteristics underpinning the development of marketing plans:** · Identify target market and target reach · Align marketing aims and objectives to business strategy · Agree marketing roles within the team · Resources allocation and budgets · Agree deliverables · Set the specific, measurable, achievable, relevant, time-bound (SMART) targets.
3.5.3	**Understand how a marketing plan is prepared:** · Aims and objectives to suit business goals · Situational analyses · Use of research to determine target market · Use of research to conduct competitor analysis · Risk assessment and risk management plan including legal and ethical considerations

	· Composition of the extended marketing mix including the marketing message and media channels · Budget allocation and responsibilities · Targets, timelines, monitoring and reporting schedules · The application of planning tools in the preparation of a marketing plan: o Gantt chart o Critical path analysis o Online planning tools o Project management software.
3.5.4	**The role of market segmentation in planning including:** · Stronger marketing messaging · Targeted advertising · Effective marketing strategies · Generating increased response rates and lower acquisition costs · Attracting the right customers and increasing brand loyalty · Promoting differentiation from competitors · Identifying niche markets · Driving growth and enhancing profits · Promoting product development.

What skills do students need to demonstrate?
S3.6 Plan marketing activity using marketing tactics that will acquire or retain, for example, one or more customer segments using available resources: · Identify the resources and constraints (E1, E2, M2) · Identify the customer segments to target (E4, E5, M6) · Identify the needs and wants of the customer segments (E4, E5, M5) · Identify marketing tactics that could be used (E4, E5, M6) · Select appropriate market tactics to best meet the needs/wants of the targeted customer segments (E4, E5, M6) · Outline how the marketing tactics can be used to acquire or retain the customer segments (E1, E2, E4, M6, D1, D3).

What underpinning knowledge do students need?	
K3.6	**Marketing campaigns** ***The purpose and implementation of marketing campaigns***
3.6.1	**Purpose of marketing campaigns:** · Contribute to the strategic aims and objectives of a business · Build a brand image · Introduce a new product/service to the market · Increase sales of an existing product/service · Increase market share · Improve financial performance indicators · Counter the impact of negative news · Increase brand awareness

	· Test innovative marketing strategies · Promote stakeholder engagement.

3.6.2	**Key factors that influence a marketing campaign:**
	· Internal factors:
	  o Business aims and objectives
	  o Outturn business performance and performance trends over time
	  o Costs
	  o Availability of finance
	  o Expertise of staff
	  o Size and culture of the business
	  o External factors: Political, Economic, Sociological, Technological, Legal and Environmental (PESTLE).

3.6.3	**The factors influencing the use of common marketing channels in marketing campaigns:**
	· Marketing channels including:
	  o Digital advertising
	  o Email
	  o Events
	  o Influencer marketing
	  o Search Engine Optimisation (SEO)
	  o Content marketing
	  o Social media
	  o Word of mouth
	  o Traditional marketing.

3.6.4	**The features of an integrated marketing campaign:** · Establish campaign goals and objectives · Choose marketing channels and set goals for each one · Define buyer personas by channel · Create adaptable marketing assets and messaging · Establish plan for collecting leads · Launch, measure and iterate campaign.

3.6.5	**The campaign management process:**
	· Planning:
	  o Goal setting
	  o Metrics
	  o Target audience
	  o Tools
	  o Resources
	  o Creating content
	· Budgeting:
	  o Aligning budget to campaign strategy and priorities

	· Implementation: o Publishing content o Map customer journey · Delivery: o Monitoring engagement o Workflow and timescales o Testing and evaluating · Post-campaign evaluation and feedback: o Performance review o Stakeholder feedback o Reporting · Continuous optimisation: o Apply learning – insights from post campaign o Test and review – new ideas, formats, strategies to improve effectiveness over time.
3.6.6	**Strategies to promote the engagement of internal stakeholders in supporting the delivery of marketing campaigns:** · Produce content · Share content · Share product updates, business news, opportunities · Employee brand advocacy.
3.6.7	**Marketing industries and agencies:** · Size and impact of the marketing industry on the national and local economy including: o Direct benefits: including employment opportunities in marketing organisations, career opportunities o Indirect benefits: increased demand for products; employment opportunities in ancillary businesses including suppliers; positive impact on standard of living · Organisations involved in the marketing sector: o In-house marketing departments o Specialist agencies: digital marketing firms, market research firms, public relations (PR), advertising, communications o Independent freelance consultants · Organisational structure and functional roles: o Customer support o Sales o Advertising o Branding o Public relations (PR) o Market research

	· The role of professional marketing bodies in supporting marketing specialists: o Chartered Institute of Marketing (CIM o Chartered Institute of Public Relations (CIPR) o Market Research Society (MRS) o Public Relations and Communications Association (PRCA). o Data and Marketing Association (DMA) o The Institute of Practitioners in Advertising (IPA) o Influencer Marketing Association (IMA).
3.6.8	**The application of different stages of the sales funnel:** · Top of the funnel: awareness · Middle of the funnel: interest · Bottom of the funnel: desire and action.
3.6.9	**The importance of performance management when planning marketing campaigns including to:** · Track results over time · Determine campaign success · Determine the effectiveness of different marketing strategies · Gain insights into what to adjust in future campaigns · Identify how campaign is supporting business goals · Inform decisions for optimising the impact of campaigns and marketing channels.

Performance Outcome 4: Deliver effective marketing communications

What skills do students need to demonstrate?
S4.1 Produce briefs that articulate the purpose and requirements of different types of marketing content to specialist content producers: · Deconstruct the problem/issue to be addressed (E4, E5, M5, M6) · Identify the intended objectives, constraints and deliverables (E4, E5, M5, M6) · Explore different types of marketing content (E1, E2, E4) · Select appropriate types/approaches (E4, E5, M5, M6) · Document the requirements (E1, E2, D1, D2, D3).

What underpinning knowledge do students need?	
K4.1	**Marketing content** ***To articulate the purpose and requirements of different types of marketing content for specialist content producers***
4.1.1	**Purpose of marketing strategy and objectives:** · Market goals: o Business objectives o Marketing campaigns o Brand strategy o Content: – Increasing brand awareness – Lead generation – Customer engagement · Target audience insights: o Familiarity o Demographics o Behaviour o Preferences o Pain points · Brand positioning and message: o The brand's voice o Tone o Positioning in the market o Key messaging pillars o Content alignment · Competitive landscape: o Awareness of competitors o Content strategies o Unique Selling Point (USP).

4.1.2	**Key content types and formats:** · Text-based assets: o Copy for a magazine/newspaper article o Copy for a website o Complex social media post/campaign · Video-based assets: o Promotional video for social media o Video-based advert for TV or internet o Personal vlogs o Advergaming streaming · Audio-based assets: o Audio-based advert (for example, a radio advert) o Promotional podcast · Graphical design/image-based assets: o Traditional static billboard o Leaflet/brochure design o Digital dynamic billboard o Internet pop-ups, banners.
4.1.3	**Project management and communication:** · Briefing process: o Structure a clear and concise brief o Objectives o Scope o Deadlines o Audience o Tone o Specific requirements, for example, CTA (call to action) word count, image resolution · Collaboration and stakeholder management: o Cross-functional working (for example, designers, writers, specialists) o Aligning stakeholders and timeline management Feedback and revisions: · Constructive feedback based on: o Content brief o Marketing objectives o Alignment of original vision and goals.

4.1.4	**The importance of content metrics and performance measurement:** · KPIs (Key Performance Indicators) and metrics: o KPIs (Key Performance Indicators) for content marketing, for example, engagement rates, conversion rates, page views · Data-driven insights, translation of: o Content performance data in future briefs o Ensuring continuous improvement and alignment with business objectives.
4.1.5	**The importance of legal and compliance considerations:** Copyright and licensing: · Intellectual property laws including: o Copyright o Licensing o Fair use · To guide content creators in legal and compliant content production · Industry regulations that affect content (for example, in finance, healthcare, or advertising), ensuring content complies with relevant guidelines.
4.1.6	**The influence of creative thinking and innovation:** · Creative direction: o Suggest creative concept o Innovative content ideas o Alignment with the brand's goals o Consideration of target audience · Trend awareness: o Latest content trends o Popular platforms o New formats o Encourage modern and engaging content.

What skills do students need to demonstrate?
S4.2 Organise offline and digital assets ensuring they are coordinated and legally compliant: · Identify the offline and digital assets (E4, E5, D1, D5) · Explore different ways of categorising/organising the assets (E4, E5, M4, M5, D1) · Research the legal considerations (E4, E5, M6, D1) · Select an appropriate system (E4, E5) · Plan the system to organise the assets (E5, M6, D1) · Organise the assets according to the plan (E5, M5, M6, D1).

What underpinning knowledge do students need?	
K4.2	**Digital and offline marketing and its impact** ***The features, application and impact of digital marketing***
4.2.1	**The application of digital and offline marketing tools and techniques in business including:** · Social media: o Online interaction such as messaging and chat now o Stories and live video o Advertising o Influencer marketing o Product placements and endorsements o Email marketing: welcome, newsletters, confirmation, promotional, survey, invite, dedicated emails · Affiliate marketing: unattached, related, involved · Comparison websites: price, key features, and popularity comparison sites · Search, rank and relevance tools: Search Engine Optimisation (SEO), organic search results and keyword analysis · Digital advertising including: o Pay Per Click (PPC) o Display adverts on websites o Referrals o Digital display advertising · Content marketing including: o Web landing pages o Blogging and vlogging o Videos o Podcasts o Influencers · Online communities relating to: o Brand o Support o Learning o Networking o Social o Fans · Printed materials: o Brochures and flyers o Business cards o Posters and banners o Catalogues and magazines · Branded merchandise: o Promotional items o Corporate gifts

	· Packaging: o Product packaging o Branded shipping materials · Point of sale (POS) materials: o Displays and stands o Signage · Event materials: o Booth and exhibition stands o Printed handouts o Branded apparel · Direct mail: o Postcards and letters o Coupons and vouchers · Importance of tools and techniques: o Tangible connections o Brand visibility o Complementary strategy o Enhanced credibility o Local reach o Memorability o Geofencing.
4.2.2	**The impact of digital marketing on business and consumers:** · Increased business opportunities including: o Attracting new customers o Accessing new markets o Generating additional sales revenue streams o Promoting new product development o Launching new products o Enhancing customer segmentation o Promoting brand awareness and management o Enhanced customer service o Adapting to customer behaviour o Promoting innovation o Encouraging the development of small businesses · Increased consumer power: o Online campaigns o Reviews and comments o Online campaigning o Social media campaign groups o Increased knowledge of products and their suppliers.

4.2.3	**Compliance aspects to consider:** · Coordinated organisation: o Centralised asset management system o Consistent branding guidelines o Cross-departmental collaboration o Unified campaign planning o Standardised templates and tools · Legal compliance: o Intellectual property rights o Data protection and privacy laws – General Data Protection Regulation (GDPR) o Advertising standards and regulations · Content usage and permissions: o Accessibility standards o Regular audits and reviews o Implementation steps o Training and awareness o Document management o Compliance checklists and procedures o Legal counsel and advice.

What skills do students need to demonstrate?
S4.3 Proofread marketing copy to identify errors, formatting issues, inconsistencies and to ensure persuasiveness: · Use different techniques (for example, reading backwards, reading out loud) (E5, M2, M4, M6, D1) · Identify errors, formatting issues and inconsistencies (E5, M2, M4, M6, D1) · Mark the errors, formatting issues and inconsistencies on the copy (E1, E2, E3, E5, M2, M4, M6, D1, D3) · Make suggestions to resolve the errors, formatting issues and consistencies as appropriate (E1, E2, M2, M4, D1, D3).
S4.4 Use copywriting techniques to write persuasive text: · Identify objectives, the target audience and their needs/wants (E4, E5) · Consider any specific requirements (E4, E5) · Recognise copywriting and content creation techniques (E1, E2, E5) · Apply copywriting techniques using (E1, E2, E3, M8, D1, D2, D3): o Language to persuade action o Editing and refinement.

S4.5 Use a website content management system to publish text, images and video/animated content: · Identify the text, images and video/animated content to be published (E1, E2, E3, E4) · Identify the objectives and target audience for the content (E4, E5) · Assess different ways of presenting the content (E4, M8, D1, D2, D3) · Select the most appropriate way to present the content (E4, E5) Post the text, images and video/animated content (E1, E2, E3, E4, M6, M8, D1, D2, D3).
S4.6 Identify and use technologies to achieve marketing objectives: · Identify the marketing objectives (E4, E5) · Research different technologies (E5, D1, D3, D5) · Select appropriate technologies for the objectives (E4, E5) · Use the technologies to meet the objectives (D1, D2, D3).
S4.7 Use technology and software packages to support marketing communications, for example, process workflow, product briefs, presentations: · Compare different technology and software packages (E5, M5, M6, D1) · Select the appropriate technology and software package to use (E5, M5, M6) · Identify the marketing communication to be shared (E1, E2, E3, M5, D1) · Process the information/data using the technology/software package (E1, E2, E3, M6, D1, D2, D3).

What underpinning knowledge do students need?	
K4.3	**Conveying messages for marketing purposes** ***Methods of conveying, enhancing and reinforcing key marketing messages***
4.3.1	**The importance of advocacy and social influencers:** · Reach a wider audience on social media · Generate content at scale · Engage target audience · Product and service improvements · High yield and cost-effective · Customer loyalty, retention and growth.
4.3.2	**Planning, structuring and adapting communications for appropriate external and internal audiences considering factors including:** · Technical language · Images and how they support messaging · Accuracy · Timeliness · Relevance.
4.3.3	**The impact that marketing has on the level of customer service and customer experience:** · Customer service including: o Competitive advantage o Good reviews

	o Stronger collaboration and partnerships o Stronger social media interactions o Deeper understanding of customers · Customer experience: o Increased customer engagement o Higher conversion rates o Improved customer retention o More efficient use of resources o Competitive advantage · Business considerations including the: o Challenge of meeting customer expectations o Costs of customer service including specialist staff, training, systems and processes o Implications of poor customer service o Generating ‘buy-in’ from employees.
4.3.4	**Community management channels including the:** · Process of building an authentic community of customers, employees and partners: o Research the audience o Provide value and relevance o Encourage interaction and participation o Build relationships and trust o Reward and recognise audience o Nurture and grow community · Types of interactions involved in traditional and digital contexts including: o Likes o Views o Comments o Follows o Direct messages o Reviews o Shares o Saves o Tags o Subscribing.
4.3.5	**Use of software and digital tools to communicate with customers and stakeholders:** · Updated content on websites · Search Engine Optimisation (SEO) to ensure website can be found and therefore valued by stakeholders · Updated news and blog content: broadcast updates and keep stakeholders informed · Social media to share content and engage and build relationships

	· Quick polls on social media to gain feedback and demonstrate engagement · Email to communicate · Social, video, voice searches.
4.3.6	**Principles of proofreading including:** · Clarity of expression · Accuracy of spelling, punctuation and grammar (SPAG) · Comprehension · Consistency of layout and language · Style guide.
4.3.7	**Principles of design and copywriting:** · Purpose: brand awareness, promotion and increased sales · Audience: elicits emotions, tells a story · Features and benefits: o Builds long-term relationships o Encourages customers to take action o Builds/maintains a positive brand image o Gives a competitive advantage · The art of persuasion including: o The use of headlines: summarise the subject matter, use a 'hook', easy to understand, emotional appeal; use of formulaic approaches: AIDA (Attention, Interest, Desire, Action); PAS (Problem, Agitation, Solution); BAB (Before, After, Bridge); PPPP (Promise, Picture, Proof, Push).
4.3.8	**Writing and editing text after proofreading for:** · Readability · Accessibility · Accuracy · Suitability · Consistency.

What skills do students need to demonstrate?
S4.5 Use a website content management system to publish text, images and video/animated content: · Identify the text, images and video/animated content to be published (E1, E2, E3, E4) · Identify the objectives and target audience for the content (E4, E5) · Assess different ways of presenting the content (E4, M8, D1, D2, D3) · Select the most appropriate way to present the content (E4, E5) · Post the text, images and video/animated content (E1, E2, E3, E4, M6, M8, D1, D2, D3).
S4.6 Identify and use technologies to achieve marketing objectives: · Identify the marketing objectives (E4, E5) · Research different technologies (E5, D1, D3, D5) · Select appropriate technologies for the objectives (E4, E5) · Use the technologies to meet the objectives (D1, D2, D3).

S4.7 Use technology and software packages to support marketing communications, for example, process workflow, product briefs, presentations: · Compare different technology and software packages (E5, M5, M6, D1) · Select the appropriate technology and software package to use (E5, M5, M6) · Identify the marketing communication to be shared (E1, E2, E3, M5, D1) · Process the information/data using the technology/software package (E1, E2, E3, M6, D1, D2, D3).

What underpinning knowledge do students need?	
K4.4	**Types of content** ***The range of content used to support marketing plans and campaigns***
4.4.1	**Characteristics, features and purposes of different content used in marketing including:** · Infographics: o Characteristics: visuals, data and text o Features: subject and story, title and tagline, storyline and a structured layout, engaging visual design o Purpose: displaying information in a clear and structured way · Blog content: o Characteristics: visual, written formats o Features: digital communication channels o Purpose: reasons to visit a website, attract traffic to site, build brand awareness · Podcasts: o Characteristics: audio, spoken o Features: person/people speaking into microphone(s) o Purpose: interviews, networking, brand engagement, share ideas, opinions and specialist content · Videos: o Characteristics: audio and visual, spoken o Features: visual recording of person/people speaking o Purpose: larger reach, interviews, networking, brand engagement, share ideas, opinions · Social media platforms: o Characteristics: posting and sharing content, time-stamped posts o Features: uploading content in real time o Purpose: networking, build profiles, enable conversations, sales · Case studies: o Characteristics: written accounts of customer experience o Features: a story, logical flow, resolves a problem, focuses on customer, presents inspiring actions o Purpose: explaining a customer's journey, reducing risk for prospective customers, promoting customer service, sales tool, call to action.

What skills do students need to demonstrate?
S4.5 Use a website content management system to publish text, images and video/animated content: · Identify the text, images and video/animated content to be published (E1, E2, E3, E4) · Identify the objectives and target audience for the content (E4, E5) · Assess different ways of presenting the content (E4, M8, D1, D2, D3) · Select the most appropriate way to present the content (E4, E5) · Post the text, images and video/animated content (E1, E2, E3, E4, M6, M8, D1, D2, D3).
S4.6 Identify and use technologies to achieve marketing objectives: · Identify the marketing objectives (E4, E5) · Research different technologies (E5, D1, D3, D5) · Select appropriate technologies for the objectives (E4, E5) · Use the technologies to meet the objectives (D1, D2, D3).
S4.7 Use technology and software packages to support marketing communications, for example, process workflow, product briefs, presentations: · Compare different technology and software packages (E5, M5, M6, D1) · Select the appropriate technology and software package to use (E5, M5, M6) · Identify the marketing communication to be shared (E1, E2, E3, M5, D1) · Process the information/data using the technology/software package (E1, E2, E3, M6, D1, D2, D3).

What underpinning knowledge do students need?	
K4.5	**Sourcing and selecting content** ***The characteristics and applications of a range of marketing materials***
4.5.1	**Features of visual materials created in a marketing context. In line with the company brand guidelines:** · Line and shape · White space · Three-dimensional and two-dimensional · Value – light and dark · Colour and texture · Consistency and balance · Contrast · Scale.
4.5.2	**Primary sources of marketing content:** · Writing copy: o Plain o Storytelling o Conversational o Imaginative

	o Long o Superlative o Rejection · Photographs, taking into account: o Pattern o Balance o Space grouping o Colour o Light/shadow · Recording multimedia content: o Text o Graphics o Photographs o Sound o Animation o Video o Interactivity.
4.5.3	**Secondary sources of marketing content:** · Libraries, stock sites, third parties · Clearances: public domain licence and creative commons licence (CCO).
4.5.4	**Selecting and logging assets:** · Selecting assets for a specific audience and purpose · Logging assets by name, size, file and format · Permissions and legal considerations.

What skills do students need to demonstrate?
S4.5 Use a website content management system to publish text, images and video/animated content: · Identify the text, images and video/animated content to be published (E1, E2, E3, E4) · Identify the objectives and target audience for the content (E4, E5) · Assess different ways of presenting the content (E4, M8, D1, D2, D3) · Select the most appropriate way to present the content (E4, E5) · Post the text, images and video/animated content (E1, E2, E3, E4, M6, M8, D1, D2, D3).
S4.6 Identify and use technologies to achieve marketing objectives: · Identify the marketing objectives (E4, E5) · Research different technologies (E5, D1, D3, D5) · Select appropriate technologies for the objectives (E4, E5) · Use the technologies to meet the objectives (D1, D2, D3).

S4.7 Use technology and software packages to support marketing communications, for example, process workflow, product briefs, presentations: · Compare different technology and software packages (E5, M5, M6, D1) · Select the appropriate technology and software package to use (E5, M5, M6) · Identify the marketing communication to be shared (E1, E2, E3, M5, D1) · Process the information/data using the technology/software package (E1, E2, E3, M6, D1, D2, D3).

What underpinning knowledge do students need?	
K4.6	**Content creation** ***The factors influencing content creation in different marketing contexts***
4.6.1	**AI and content creation:** · Create, edit and deploy content: o Text o Video o Images o Ethical implications.
4.6.2	**The features and implications of different approaches to content production workflow and choices:** · Mobile first · Content first.
4.6.3	**Factors to consider when preparing the technical specification including:** · Platform selection · Development environment(s) · Structure · Navigation · Functionality · Content management · Third party integrations.
4.6.4	**Factors to consider when selecting a channel including:** · Influencer distribution · Email distribution · Organic social media distribution · Paid distribution.

What skills do students need to demonstrate?
S4.5 Use a website content management system to publish text, images and video/animated content: · Identify the text, images and video/animated content to be published (E1, E2, E3, E4) · Identify the objectives and target audience for the content (E4, E5) · Assess different ways of presenting the content (E4, M8, D1, D2, D3) · Select the most appropriate way to present the content (E4, E5) · Post the text, images and video/animated content (E1, E2, E3, E4, M6, M8, D1, D2, D3).

What underpinning knowledge do students need?	
K4.7	**Constraints and issues which affect sharing, storing and use of information for marketing communications** ***The factors impacting on the creation of marketing communications***
4.7.1	**Legal frameworks and requirements:** · Competition law · Advertising codes of practice · Consumer protection · The Consumer Contracts (Information, Cancellation and Additional Charges) Regulations 2013 · GDPR (General, Data, Protection, Regulation) · Requirements for specific products including alcohol, gambling, tobacco, food, healthcare, beauty products. · Sector legal implications, for example, alcohol, financial services and using influencers.
4.7.2	**The practical implications for a business of adhering to data protection legislation, taking account of ethical and security considerations and managing internal intellectual property issues including:** · Ensuring data and permissions processes and systems are in place · Correct use of data · Securing and protecting data using physical and electronic methods: o Publishing a data protection policy which is subject to regular reviews (how long data is reviewed) o Physical considerations: locking, surveillance, strong passwords, remote wipe capabilities o Electronic: network security, access control, backup and recovery, encryption o Systems for dealing with data access requests o Staff training · Ethical and security issues: o Transparency of commercial relationships o Declaring sponsorship o Disclosing free goods or services o Systems for detecting and dealing with fake reviews

	· Protecting internal intellectual property: o Filing for patents and registering copyrights and trademarks o Registering domain names o Drawing up confidentiality, non-disclosure and licensing contracts.

What skills do students need to demonstrate?
S4.5 Use a website content management system to publish text, images and video/animated content: · Identify the text, images and video/animated content to be published (E1, E2, E3, E4) · Identify the objectives and target audience for the content (E4, E5) · Assess different ways of presenting the content (E4, M8, D1, D2, D3) · Select the most appropriate way to present the content (E4, E5) · Post the text, images and video/animated content (E1, E2, E3, E4, M6, M8, D1, D2, D3).
S4.6 Identify and use technologies to achieve marketing objectives: · Identify the marketing objectives (E4, E5) · Research different technologies (E5, D1, D3, D5) · Select appropriate technologies for the objectives (E4, E5) · Use the technologies to meet the objectives (D1, D2, D3).
S4.7 Use technology and software packages to support marketing communications, for example, process workflow, product briefs, presentations: · Compare different technology and software packages (E5, M5, M6, D1) · Select the appropriate technology and software package to use (E5, M5, M6) · Identify the marketing communication to be shared (E1, E2, E3, M5, D1) · Process the information/data using the technology/software package (E1, E2, E3, M6, D1, D2, D3).

What underpinning knowledge do students need?	
K4.8	**Quality management** ***Different methods of managing quality in an organisation and the implications for marketing activities***
4.8.1	**Quality management (QM) processes:** · Quality planning: o Policies o Objectives o Processes o Roles and responsibilities o Staff training o Applied standards o Metrics

	· Features and implications of quality control (QC): o Inspection o Testing o Statistical process control o Documentation and recording o Failure testing o Corrective action · Quality assurance (QA): o Total quality management (TQM) o Training and education o Continuous improvement · Digital asset management: o Increased productivity o Brand consistency o Security.
4.8.2	**The contribution of effective quality systems to marketing including:** · Building consumer trust and confidence · Promoting customer service · Enhancing the brand and the reputation of the business · Contributing to marketing communications · Increasing customer loyalty and retention · Reducing costs.
4.8.3	**The maintenance of online and offline assets including:** · Digital online marketing assets: video files, stock photos, audio files, design files and websites · Offline marketing assets: hardcopy brochures, leaflets, marketing literature, digital hardware and software · Maintenance of cloud computing, use of digital management software, website management in-house or via third party management · Effective filing and retrieval systems including archiving policies, maintenance contracts, hardware replacement and updating processes.

Performance Outcome 5: Analyse and evaluate marketing delivery effectiveness

What skills do students need to demonstrate?
S5.2 Use appropriate statistical techniques for analysing different types of performance data correctly: · Identify the performance data (E5, M5, M6, M7, M8, D1, D4) · Identify the reason/objective/task that the data will be used for (E4, E5, M7) · Consider different statistical techniques (E4, M5, M6, M7, M8, D4) · Select the most appropriate statistical technique (E5, M7, M8) · Analyse the data using the chosen statistical technique (E5, M1, M4, M5, M6, M7, M8, M10, D3, D4).
S5.3 Measure and evaluate marketing/campaign delivery to identify areas for improvement: · Identify the marketing/campaign and its objectives (E4, E5) · Identify appropriate performance measures for the marketing/campaign (M1, M5, M6, M7, M8, D4) · Collect the relevant data/information relating to the performance measures (M5, M6, M8, D3) · Analyse the performance of the marketing/campaign using the measures (E4, E5, M1, M5, M6, M7, M8, D4) · Evaluate its performance in relation to the objectives (E1, E2, E4, E5, M1, M5, M6, M7, M8, D4) · Identify areas for future improvement (E1, E2, M5, M6, M8, D4).
S5.4 Use business analysis tools to record, interpret, analyse and collate customer or campaign data: · Identify the customer or campaign data (E5, M6) · Identify the purpose/question/issue to be analysed/answered (E4, E5) · Use different business analysis tools (E5, M6, M8, D1, D4) · Select the most appropriate business analysis tool (E4, E5, M6).
S5.5 Identify and justify improvement options that will provide best return on investment: · Identify the improvement required (E1, E2, M5, M6, M8, M9, D4) · Research a range of options to achieve the required improvement and the return that they will deliver (E4, E5) · Collate data to determine the return on investment (M5, M6, M9, D1, D4) · Select the appropriate improvement to provide the best return on investment (M5, M6, M9, D1, D4) · Explain the relative strengths and appropriateness of the selected and rejected improvement options with reference to the specific context (E1, E2, E3, M6, M9, D4).

What underpinning knowledge do students need?	
K5.1	**Marketing delivery effectiveness** ***Methods used to analyse the effectiveness of marketing activities***
5.1.1	**The importance of reviewing marketing objectives to ensure effectiveness and optimisation:** · Ensuring marketing objectives are aligned with the broader business strategy · Adapting to market changes · Improving resource allocation · Enhancing Return on Investment (ROI) · Supports continuous improvement · Identifies opportunities and threats · Ensuring marketing strategies remain effective · Identify successful marketing channels and campaign effectiveness · Identifying problem areas within the marketing mix: o Product issues: – Underperforming products – Quality problems – Outdated offerings – Product line gaps o Pricing problems: – Misaligned pricing – Competitive pricing pressure – Discounting issues – Inflexible pricing strategies o Place (distribution) challenges: – Limited distribution channels – Supply chain inefficiencies – Geographic coverage gaps – Poor channel management o Promotion issues: – Ineffective advertising – Poor messaging – Channel misalignment – Lack of integrated marketing o People-related challenges: – Inadequate customer service – Sales team underperformance – Employee misalignment – High staff turnover o Process inefficiencies: – Complex customer journeys o Internal inefficiencies: – Lack of automation – Poor customer experience

	o Physical evidence shortcomings: – Inconsistent brand presentation – Outdated or poor-quality materials – Weak visual identity – Lack of trust signals · Analysing marketing delivery effectiveness as a process: o Review objectives against KPIs and metrics o Objective alignment o Performance comparison against objectives o Analyse channel and strategy effectiveness: – Channel performance analysis – Strategy impact assessment – Cross-channel synergy · Root cause analysis: o Specific success factors for campaign effectiveness o Specific failure factors for campaign ineffectiveness · Optimisation and recommendations: o Develop actionable targets o Optimise marketing activities based on recommendations · Ongoing monitoring and reporting: o Continuous tracking o Reporting outcomes.
5.1.2	**Methods of assessment:** · Time series data · Historical comparisons · Benchmarking · Competitor analysis · Digital analytics · Customer survey data · Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis.
5.1.3	**The different methods of collecting marketing data:** · Observation: o In-store observations o Field observations o Online behaviour tracking · Surveys: o Online surveys o Telephone surveys o Mail surveys

	· Interviews:
	  o In-depth interviews:
	    – One-on-one interviews
	  o Structured interviews:
	    – Survey interviews
	    – Telephone interviews
	  o Unstructured/semi structured interviews:
	    – Exploratory interviews
	    – Guided conversations
	  o Focus groups:
	    – In-person focus groups
	    – Online focus groups
	  o Sampling:
	    – Random sampling
	    – Systematic sampling
	· System Generated Data:
	  o Website analytics
	· Customer Relationship Management (CRM) Systems Data
	· Point-of-Sale (POS) Data
	· Experiments and trials
	· A/B testing
	· Field experiments
	· Laboratory experiments
	· Panels:
	  o Consumer panels
	  o Expert panels.

5.1.4	**Marketing metrics to assess the effectiveness of online marketing activities including:**
	· Digital marketing metrics:
	  o Traffic
	  o Sources
	  o Bounce rate
	  o Conversion rate
	  o Engagement rate
	  o Reach
	  o Click-through rate
	  o Open rate
	  o Average session duration
	  o Cost-per-Click (CPC)
	  o Cost-per-Action (CPA)
	  o Cost-per-Lead (CPL)
	  o Customer Acquisition Cost (CAC)
	  o Cart abandonment rate
	  o Return on Ad Spend (ROAS)

	o Organic search volume/keyword search o Social media engagement metrics: – Likes – Comments – Shares/reposts – Clicks – Follower growth – Mentions – Views o Non-digital non-financial marketing metrics: – Brand awareness/recall – Response rate – Lead generation – Foot traffic – Media coverage/PR mention tracking – Redemption rate – Customer satisfaction – Net Promoter Score (NPS) – Brand sentiment – Churn rate.
5.1.5	**The importance of ongoing review of delivery effectiveness:** · Successful marketing channels · Reducing costs and time · Achievement of goals · Monitoring customer satisfaction · Building sustained long-term growth · Adapting to technological advances · Business competitiveness · Maintain competitive advantage Develop competitive advantage.
5.1.6	**The implications for marketing practices of different performance measures including:** · Understanding how various metrics influence the way marketing strategies are developed: o Justifying marketing budgets and strategies based on Return on Investment (ROI) analysis o Optimising lead generation and customer acquisition strategies in response to Customer Acquisition Cost (CAC) metrics o Focusing on long-term customer relationships by analysing Customer Lifetime Value (CLV) o Refining messaging, design, or targeting based on conversion rate performance o Prioritising brand-building activities when brand awareness metrics are low o Adjusting content strategy and platform selection according to engagement metrics

	o Re-evaluating marketing efforts or value propositions in response to changes in market share o Enhancing customer service or product offerings in response to customer satisfaction and Net Promoter Score (NPS) feedback o Improving creative strategy or media placement when ad recall and brand recall are low o Modifying promotional elements or offers based on foot traffic and sales results o Responding to social media metrics, for example, capitalising on high share/like metrics o Addressing customer retention issues by reviewing Churn Rate (CR) metrics and adjusting relationship management practices o Refining content strategy based on content performance metrics like Time on Site (TOS) and Bounce Rate (BR).

What skills do students need to demonstrate?
S5.1 Determine the resources needed to deliver against plan/campaign: · Identify the plan/campaign (E4, E5) · Identify the objectives of the plan/campaign (E4, E5) · Determine the resource requirements (M6, M9) · Select the resources required for delivery (E4, M5, M6).
S5.2 Use appropriate statistical techniques for analysing different types of performance data correctly: · Identify the performance data (E5, M5, M6, M7, M8, D1, D4) · Identify the reason/objective/task that the data will be used for (E4, E5, M7) · Consider different statistical techniques (E4, M5, M6, M7, M8, D4) · Select the most appropriate statistical technique (E5, M7, M8) · Analyse the data using the chosen statistical technique (E5, M1, M4, M5, M6, M7, M8, M10, D4).
S5.3 Measure and evaluate marketing/campaign delivery to identify areas for improvement: · Identify the marketing/campaign and its objectives (E4, E5) · Identify appropriate performance measures for the marketing/campaign (M1, M5, M6, M7, M8, D4) · Collect the relevant data/information relating to the performance measures (M5, M6, M8) · Analyse the performance of the marketing/campaign using the measures (E4, E5, M1, M5, M6, M7, M8, D4) · Evaluate its performance in relation to the objectives (E1, E2, E4, E5, M1, M5, M6, M7, M8, D4) · Identify areas for future improvement (E1, E2, M5, M6, M8, D4).

S5.4 Use business analysis tools to record, interpret, analyse and collate customer or campaign data: · Identify the customer or campaign data (E5, M6) · Identify the purpose/question/issue to be analysed/answered (E4, E5) · Research different business analysis tools (E5, M6, M8, D1, D4) · Select the most appropriate business analysis tool (E4, E5, M6).
S5.5 Identify and justify improvement options that will provide best return on investment: · Identify the improvement required (E1, E2, M5, M6, M8, M9, D4) · Research a range of options to achieve the required improvement and the return that they will deliver (E4, E5) · Collate data to determine the return on investment (M5, M6, M9, D1, D4) · Select the appropriate improvement to provide the best return on investment (M5, M6, M9, D1, D4) · Explain the relative strengths and appropriateness of the selected and rejected improvement options with reference to the specific context (E1, E2, E3, M6, M9, D4).

What underpinning knowledge do students need?	
K5.2	**Resource management** ***The management and control of resources used in marketing***
5.2.1	**The importance of managing marketing costs to:** · Keep within agreed budget parameters: o Optimisation of budget allocation o Maintaining profit margins o Maintaining financial stability · Monitor and control spending during product life cycle · Manage costs by comparing estimated costs to actual costs, identify adverse variances and implement corrective actions · Analyse cost trends to determine whether current spending is sustainable · Maximise Return on Investment (ROI) · Avoid waste and inefficiency.
5.2.2	**Determining and managing resources and budgets for people, equipment, materials, knowledge:** · Define the objectives, scale, and scope of the marketing campaign to understand the overall resource needs · Identify resource requirements · People (human resources): o Recruitment of staff with required skillsets o Appropriate allocation of staffing o Training and development needs · Equipment: o Technology and tools required o Scalability considerations o Innovation

	· Materials: o Costing of campaign assets: – Print advertising: brochures, flyers, posters, direct mail, print ads (newspapers, magazines) – Digital advertising: social media ads, Pay-per-Click (PPC), email campaigns, banner ads, website – Video and broadcast advertising: TV commercials, online video ads, radio spots, podcasts – Outdoor advertising: billboards, bus stop ads, digital signage – Traditional signage: shop and pavement signage, roller banners – Influencer marketing: – Influencer collaborations – Cost per post based on follower count – Sponsorships: event sponsorships, branded partnerships – Product placement – Promotional merchandise: branded giveaways, event handouts, corporate gifts · Knowledge (intellectual resources): o Leveraging market research data o Content creation/intellectual property (IP) o Managing information from strategic decision-making o Allocating budget towards sustainable resources, cost vs benefit analysis o Forecasting for cost effectiveness.
5.2.3	**Business tools used to measure the impact on marketing activities of:** · Digital analytical tools to review and measure marketing performance · Social media analytics · Email analytics · Customer Relationship Management (CRM) · Sentiment analysis · KPI and metric data analysis against marketing objectives · Marketing automation.
5.2.4	**Monitoring budgets using tracking and reporting tools to ensure efficiencies and that costs do not overrun:** · Variance analysis as a way of monitoring and controlling budgets · Management by exception (management response to the analysis of budgets) · Budgetary control and viability of budgets.
5.2.5	**Marketing assets:** · Short-form comms: o Social media post o Short Message Service (SMS) · Medium-form comms: o Social media post o Press/media release

	· Copy for text-based direct marketing: o Email/letter o Copy for a website.
5.2.6	**The purpose of sales enablement including to:** · Assess current sales performance · Define sales enablement goals · Create and organise sales enablement content · Provide sales team with tools and technology · Train sales team on best practice · Monitor and measure results.

What skills do students need to demonstrate?
S5.3 Measure and evaluate marketing/campaign delivery to identify areas for improvement: · Identify the marketing/campaign and its objectives (E4, E5) · Identify appropriate performance measures for the marketing/campaign (M1, M5, M6, M7, M8, D4) · Collect the relevant data/information relating to the performance measures (M5, M6, M8) · Analyse the performance of the marketing/campaign using the measures (E4, E5, M1, M5, M6, M7, M8, D4) · Evaluate its performance in relation to the objectives (E1, E2, E4, E5, M1, M5, M6, M7, M8, D4) · Identify areas for future improvement (E1, E2, M5, M6, M8, D4).
S5.4 Use business analysis tools to record, interpret, analyse and collate customer or campaign data: · Identify the customer or campaign data (E5, M6) · Identify the purpose/question/issue to be analysed/answered (E4, E5) · Research different business analysis tools (E5, M6, M8, D1, D4) · Select the most appropriate business analysis tool (E4, E5, M6).
S5.5 Identify and justify improvement options that will provide best return on investment: · Identify the improvement required (E1, E2, M5, M6, M8, M9, D4) · Research a range of options to achieve the required improvement and the return that they will deliver (E4, E5) · Collate data to determine the return on investment (M5, M6, M9, D1, D4) · Select the appropriate improvement to provide the best return on investment (M5, M6, M9, D1, D4) · Explain the relative strengths and appropriateness of the selected and rejected improvement options with reference to the specific context (E1, E2, E3, M6, M9, D4).

What underpinning knowledge do students need?	
K5.3	**Principles of marketing attribution** ***The impact of offline and digital touchpoints***
5.3.1	**Identification and evaluation of key offline and digital touchpoints in specific marketing contexts:** · Offline touchpoints: in-store merchandising, print media, events and conferences, outdoor advertising, in-person meetings, phone calls · Digital touchpoints: websites, webinars, blogs, chatbots, online advertising, influencer activity, email marketing, Short Message Service (SMS), social media channels.

Scheme of Assessment

There is a single synoptic assessment for this Occupational Specialism, which is an extended project. The synoptic element of the project is important to ensure students can demonstrate threshold competence and are able to evidence all the skills required by the Performance Outcomes.

The project consists of several activities grouped into six substantive tasks.

Each task is completed during a window set by Pearson, during which Providers schedule supervised assessment sessions. In some cases, tasks also include opportunities for unsupervised activities, where the requirements of the skills being assessed make this necessary.

Occupational Specialism project – Marketing
Externally assessed project: 24.5 hours **165 marks**
Performance Outcomes In this project students will: **PO1** – Apply research methods to acquire and analyse information to support marketing activities. **PO2** – Assess customers and stakeholders. **PO3** – Develop and define propositions for marketing activities. **PO4** – Deliver effective marketing communications. **PO5** – Analyse and evaluate marketing delivery effectiveness.
Assessment overview There are ten parts to the assessment. · Task 1: Produce a market research brief · Task 2A: Carry out market research – not assessed · Task 2B: o Activity A: Analysis of market research o Activity B: Producing a market research insights presentation o Activity C: Presenting research insights · Task 3: o Exploring market research – not assessed, pre-release o Producing a marketing proposal · Task 4: Producing marketing content briefs · Task 5: o Activity A: Producing marketing copy and communications – Produce copy o Activity B: Producing marketing copy and communications – Press release · Task 6: o Activity A: Evaluate the effectiveness of marketing campaigns o Activity B: Evaluate the effectiveness of marketing campaigns

Occupational Specialism project – Marketing
Students respond to a given scenario to complete the project. They are assessed on their application of the skills listed for the Performance Outcomes. Students are not assessed against specific 'knowledge' outcomes but are expected to draw on and apply related knowledge to ensure appropriate outcomes when applying the skills in response to an assessment scenario. Students undertake the project under a combination of supervised and controlled conditions. The assessment takes place over multiple sessions, up to a combined duration of 24.5 hours. The project outcomes consist of the student's responses to tasks submitted electronically. This project is externally assessed.

Performance Outcome		Weighting	
		Raw marks	% of total marks
PO1	Apply research methods to acquire and analyse information to support marketing activities	27	16.4%
PO2	Assess customers and stakeholders	21	12.7%
PO3	Develop and define propositions for marketing activities	27	16.4%
PO4	Deliver effective marketing communications	48	29.1%
PO5	Analyse and evaluate marketing delivery effectiveness	42	25.4%

Resources for the delivery of Marketing

Providers are required to have the following resources to deliver this OS:

Providers would benefit from a good IT suite with access to Office Software and the internet and for students to have regular access to this.

Teachers should be able to have qualifications and/or experience in the marketing sector.

Teaching will need to be shared across a curriculum team which together will have the experience and knowledge that spans the breadth of the qualification content and has some experience of teaching to external assessments.

For the Marketing occupational specialism, the following resources are required:

Assessment Task	Resource required
1	Resources used to support the delivery and teaching of the occupational specialist component content: · Microsoft Word.
2A	Resources used to support the delivery and teaching of the occupational specialist component content: · Office 365 package · Questionnaire/survey tools (for example, Google forms, SurveyMonkey) email · Online meeting apps (for example, Teams, Google Meet, Zoom) · Appropriate meeting room and recording equipment if learner chooses to organise a face-to-face focus group · Internet.
2B	Resources used to support the delivery and teaching of the occupational specialist component content: · Office 365 package · Appropriate meeting room with projector/whiteboard and recording equipment to record the student's presentation · Any specific visual aids that the student may require to support the presentation.
3	Resources used to support the delivery and teaching of the occupational specialist component content: · Persona development packages such as HubSpot personas tool · Budget management software such as QuickBooks or any budget tracking tool.
4	Resources used to support the delivery and teaching of the occupational specialist component content: · Microsoft Word.
5	Resources used to support the delivery and teaching of the occupational specialist component content: · Microsoft Word.

Assessment Task	Resource required
6	Resources used to support the delivery and teaching of the occupational specialist component content: · Microsoft Excel, Google Sheets · Budget management software such as QuickBooks or any offline budget tracking tool.

5 Technical Qualification grading, T Level grading and results reporting

How the qualification is graded and awarded

Calculation of the Technical Qualification grade

The Technical Qualification components are awarded at the grade ranges shown in the table below.

Component	Available grade range
Core	A* – U
Occupational Specialist	Unclassified, Pass, Merit, Distinction

The Core component uses an aggregation of points from each of the three Core Assessments to calculate the A* to E grade.

Students whose level of achievement for either component is below the minimum judged by Pearson to be of sufficient standard receive an unclassified (U) result.

Awarding the components

Grade boundaries will be set for each sub-component (Core Examinations, Employer Set Project and Occupational Specialism) in each series in which they are offered through a process known as awarding. Awarding is used to set grade boundaries and ensure that standards are maintained over time. This is important as we must ensure that students have the same opportunity to achieve, regardless of the assessment opportunity.

Uniform Mark Scale

Students' raw sub-component marks are converted to a Uniform Mark Scale (UMS). The UMS is used to convert students' sub-component 'raw' marks into uniform marks. This is done to standardise marks from one series to another as assessments may vary in difficulty. For example, a student who achieves the lowest mark worthy of a C grade in the Employer Set Project in one series will receive the same uniform mark as a student achieving that same grade and level of performance in another series, regardless of their raw marks. The maximum number of uniform marks available for each sub-component, and the uniform marks relating to each grade boundary, are fixed. These are shown below.

Grade	Core Exam	Core ESP	Core Overall
Maximum	**240**	**160**	**400**
A*	216 – 240	144 – 160	360 – 400
A	192 – 215	128 – 143	320 – 359
B	168 – 191	112 – 127	280 – 319
C	144 – 167	96 – 111	240 – 279
D	120 – 143	80 – 95	200 – 239
E	96 – 119	64 – 79	160 – 199
U	0 – 95	0 – 63	0 – 159

The Core component has two Core Examination papers, the results of which are combined before conversion to UMS.

Calculation of the T Level grade

The T Level grade look-up table shows the minimum thresholds for calculating the T Level grade, subject to successful completion of all elements. The T Level grade look-up table will be kept under review over the lifetime of the T Level and is available under the Quality Assurance and Assessment tab linked from this page Training and admin support | Pearson qualifications.

Students who do not meet the minimum requirements for a T Level to be awarded will not be certificated. They may receive a Notification of Performance for individual components.

To be awarded the T Level, a student must complete both components and achieve a minimum of a grade E in the Core component and a Pass in the Occupational Specialism component. In addition, they must successfully complete the other elements of the T Level as required by the Institute for Apprenticeships and Technical Education (IfATE) and the T Level Panel, such as 315 hours of industry placement and Level 2 in English and maths.

Students whose level of achievement for either component is below the minimum judged by Pearson to be of sufficient standard will receive an unclassified (U) result.

Results reporting

The *T Level Technical Qualification in Marketing* forms the substantive part of the T Level programme.

The T Level programme includes other elements that are required to be completed successfully for students to be awarded the T Level from IfATE. IfATE will provide T Level certificates to students who successfully complete all elements of the T Level programme.

IfATE will issue T Level results on Level 3 results day in August.

Pearson are not required to issue Technical Qualification certificates to students; instead we will provide component results for assessments that students undertake.

Pearson will issue component results on the results day designated for each assessment window.

6 Entry, delivery and assessment information

Introduction

This section focuses on the key information to deliver the *T Level Technical Qualification in Marketing*. It is of particular value to programme leaders and examinations officers, who must ensure appropriate arrangements are made for assessments.

Student registration

Shortly after students start their T Level programme, you must make sure they are registered for the Technical Qualification. You are required to register students as outlined in our Key Dates Schedule, which is published annually on our Training and Admin Support webpage.

At the point of registration onto the Technical Qualification, we will ask you to confirm the Occupational Specialist component(s) the student has chosen to study, or as a minimum provide an indication.

Students can only be formally assessed for a qualification on which they are registered.

If a student's intended qualifications change – for example, if a student decides to choose a different Occupational Specialism – then the Provider must transfer the student appropriately.

Transferring between T Levels

Some students may switch between T Levels. During Year 1, Providers should consider the degree of overlap between the two T Levels and the remaining time pre-assessment, to determine if transfers should be permitted.

For funding purposes, it is important that students have decided their T Level and Occupational Specialism by the end of their first year.

T Level Core assessments vary in terms of content coverage, duration, and method, and therefore attainment from one T Level cannot count towards another.

Programme delivery

Providers are free to deliver this Technical Qualification using any form of delivery that meets the needs of their students. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study, and e-learning.

Assessment arrangements

Availability of live assessment

The assessments for the *T Level Technical Qualification in Marketing* will be scheduled annually as shown in the table below:

Annual Series for T Level Technical Qualification in Marketing					
Component	**First assessment**	**Month(s)**	**Window/ set date**	**Exam type**	**Paper/ on-screen**
Core Examination 1	2026	June November	Set date and time	Written examination	Paper
Core Examination 2	2026	June November	Set date and time	Written examination	Paper
Employer Set Project	2026	May November	Window	Task	Paper
Occupational Specialist Project*	2027	March–May	Task specific: window/set date and time	Task	Paper

Annual assessment dates for the Technical Qualification are published in the Key Dates Schedule, which is available on the Training and Admin Support webpage. Each Technical Qualification has unique dates for each assessment and the window for the Occupational Specialist Project varies depending on the Technical Qualification, therefore, please refer to the Key Dates Schedule for the qualification you are delivering.

In developing an overall plan for delivery and assessment for the qualification, you need to consider the order in which you deliver the content and when the assessments will take place.

Students must be prepared for external assessment by the time they undertake it. In preparing students for assessment, take account of required learning time, the relationship with other external assessments and opportunities for retaking.

Language of assessment

Assessment of this qualification is available in English. All student work must be in English. This does not affect special requirements.

Student assessment entry

Students must be entered into an assessment window, either for the Core component or the Occupational Specialist component, as outlined in our Key Dates Schedule.

For the Occupational Specialist component, you will need to make an entry for the window the student wishes to sit the assessment in.

Resit arrangements

As per the Ofqual Technical Qualification Handbook, there is no specific resit window permitted. However, students will be able to resit in any assessment window following their first sitting.

Students may resit:

- to improve grades
- the Core Examinations
- the Employer Set Project
- the assessments for an Occupational Specialism

  OR
- any combination of these.

Where a student fails one of the Core Examinations, they must resit both exams and must do so in the same assessment window.

To access a resit opportunity, you will need to make an entry for the window you require the student to resit the assessment in; see *student assessment entry* above. Resits can take place up until two academic years after the end of the final academic year for the cohort within which the relevant student is included.

Access to qualifications and assessments for students with disabilities or specific needs

Equity and fairness are central to our work. Our Equality, Diversity and Inclusion policy requires that all students should be able to have an equitable opportunity to access our qualifications and assessments, and that our qualifications are 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.

For students with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

Providers must deliver the qualification in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Special requirements

Some students may have special needs during their learning and Technical Qualification assessments. In such cases, Providers can apply for special requirements on their behalf.

For further information Providers should be able to refer to the dedicated special requirements webpage which includes:

- reasonable adjustments
- access arrangements
- special consideration
- modified formats.

Reasonable adjustments to assessment

A reasonable adjustment is made before a student takes an assessment to ensure the student has fair access. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Reasonable adjustments can help reduce the effects of a disability or difficulty that puts the student at a substantial disadvantage in an assessment, in order to enable them to demonstrate their knowledge, understanding, skills and behaviours to the level of attainment required.

Access arrangements

Access arrangements are approved before an examination or assessment and allow students with special needs to access the assessment.

Access arrangements allow students to show what they know and do without changing the integrity or the demands of the assessment, for example by using a reader or scribe.

Special needs could include students:

- with known and long-standing learning difficulties
- with physical disabilities (permanent or temporary)
- with sensory impairment
- whose first language is not English
- who have difficulties at or near the time of assessment that may affect their performance in the assessment.

For more information about access arrangements, we suggest Providers refer to the JCQ booklet *Access Arrangements, Reasonable Adjustments*.

Special consideration

A student's assessment performance can sometimes be affected by circumstances out of their control. Special consideration is a post-examination adjustment that compensates students who were suffering from a temporary illness or condition, or who were otherwise disadvantaged at the time of the Technical Qualification assessment.

Exams officers may apply for special consideration on a student's behalf. We have a dedicated webpage for special consideration. This includes an FAQ fact sheet giving Providers answers to any questions or concerns they may have.

Special consideration will adhere to the following:

- There are general guidelines for special consideration in the JCQ booklet *A guide to the special consideration process*. It covers the process that is applied consistently by all awarding organisations. AOs will not enter into discussion with students or their parents as to how much special consideration should be able to be applied
- Special consideration cannot be applied in a cumulative fashion, i.e. because of a domestic crisis at the time of the exam and the student suffering from a viral illness
- Private students should be able to liaise with the Provider where entries have been made, so that they can apply for special consideration on the private student's behalf.

Malpractice

Dealing with malpractice in assessment

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

Pearson does not tolerate actual or attempted malpractice by students, Provider staff or Providers in connection with Pearson qualifications. Pearson may impose sanctions on students, Provider staff or Providers where malpractice or attempted malpractice has been proven.

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

Providers are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Students must be given information that explains what malpractice is and how suspected incidents will be dealt with by the Provider. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a Provider is failing to conduct assessments according to our policies. The above document gives further information, examples, and details the sanctions that may be imposed.

In the interests of students and Provider staff, Providers need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Student malpractice

The Head of Provider is required to report incidents of suspected student malpractice that occur during the delivery of Pearson qualifications. We ask Providers to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the student, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining any appropriate sanctions on students lies with Pearson.

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

Failure to report malpractice constitutes staff or Provider malpractice.

Teacher/Provider malpractice

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

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

Sanctions and appeals

Where malpractice is proven, we may impose sanctions such as:

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

If we are concerned about a Provider's quality procedures we may impose sanctions such as:

- requiring Providers to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of students
- placing temporary suspensions on registration of students
- debarring staff members or the provider from delivering Pearson qualifications
- suspending or withdrawing Provider Approval Status.

The Provider will be notified if any of these apply.

Pearson has established procedures for considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the Head of Provider (on behalf of students and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet (https://www.jcq.org.uk/exams-office/appeals)

Results transfer to Providers

To ensure you are supported, we will communicate with you on and before results day.

Results day follows the format below:

Assessment window	Results day
Summer 2026	August 2026 (Level 3 results day)
November 2026	March 2027

As we are not required to issue Technical Qualification certificates, T Level certificates or T Level statements of achievement, we do not require you to complete any forms or processes to claim the Technical Qualification from Pearson. Instead, we issue the results directly to you.

We will make available:

- Scorecards: outlining the achievement in percentage terms against each Assessment Objective
- Results Plus: a service whereby achievement will be presented in an item-by-item format. This means Providers will be able to ascertain trends across and within cohorts, and clearly label the associated Assessment Objective
- Statement of Provisional Results: we will offer a provisional component result slip, clearly watermarked as a provisional component result.

Post-Results Services

Our Technical Qualification post-results services (PRS) and appeals is implemented in line with Ofqual requirements, paying particular attention to the *Rules and Guidance for Technical Qualifications*, where sections Ofqual TQ13–23 refer to post-results activities, ‘Review of Marking or Moderation’ (RoMM) or Appeals.

Pearson provides the following:

- access to student assessment evidence
- appeal
- clerical checks
- expedited review of marking
- review of marking.

Our post-results services webpage includes all the necessary information for you to access the services for the T Level Technical Qualification. This information should be used alongside the *JCQ Post-Results Service Guide*.

PRS will be available after each assessment opportunity. Exams Officers will be able to apply for PRS via our online system; however, you must have permission from the student before applying. If a student wishes to apply for PRS they must do so via their Provider. We state within the PRS guidance on our website that we cannot accept appeals directly from students, their parents or other third parties acting on their behalf.

In addition, our unique Results Plus service and a free Access to Scripts service will be available, so that Providers are able to transparently see how marks are awarded.

Appeals process

Our appeals process for the Technical Qualification reflects industry standards, as outlined by the relevant Ofqual Condition(s) (TQ17–TQ22) relating to appeals.

You can appeal the outcome of marking, decisions made regarding reasonable adjustments or special consideration tariffs applied, and any consequence of malpractice or maladministration investigations by us or other Technical Qualification AOs.

All our investigations will be conducted in accordance with the JCQ *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

7 Provider recognition and approval

Approval

Providers must be approved for each Technical Qualification they wish to deliver. You will find Pearson's approval forms, application guidance and support video on our Training and Admin Support webpage.

Provider and Technical Qualification approval

The resource requirements listed below must be in place before offering the qualification.

- Providers must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- There must be systems to ensure continuing professional development for staff delivering the qualification.
- Providers must have appropriate health and safety policies relating to the use of equipment by students.
- Providers must deliver the qualification in accordance with current equality and diversity legislation and/or regulations.
- Providers should refer to the *resources for delivery of content* section in the components to check for any specific resources required.
- Administration arrangements, including security of live assessments.

The methods we use to ensure Providers have the above resources in place include:

- making sure that all Providers complete appropriate declarations at the time
- of approval
- undertaking approval visits to Providers
- an overarching review and assessment of a Provider's strategy for delivering and quality assuring its technical qualifications.

Providers that do not comply with remedial action plans may have their approval to deliver qualifications removed.

What level of sector knowledge is needed to teach this qualification?

We do not set any requirements for tutors but recommend Providers assess the overall skills and knowledge of the teaching team to ensure these are relevant and up to date. This will give students a rich programme to prepare them for employment in the sector.

Providers should be able to refer to the *resources for delivery of content* section in the components to check for any knowledge and skills that will be beneficial to the delivery of the programme.

What resources are required to deliver this qualification?

You will need to show that the necessary material resources and workspaces are available to deliver this technical qualification. Where specific resources are required to deliver the content, these are stated in the relevant component.

Providers should refer to the *resources for delivery of content* section in the components to check for any specific resources required.

Quality assurance

All Providers will be subject to the same level of scrutiny for the delivery of the Technical Qualification.

To maintain ongoing quality, give support and monitor standards, you will receive a termly phone call, and support visit if necessary, from Pearson. We will check the quality of delivery, confirm implementation of guide/grade exemplification materials, and confirm you are on track for assessment and are accessing our Provider Support.

We will monitor the following activity that could impact approval status:

- registration patterns
- student outcomes
- quality issues
- reports of maladministration or malpractice.

We will identify any concerns during the termly phone call, provide support and escalate as required.

Live assessment monitoring

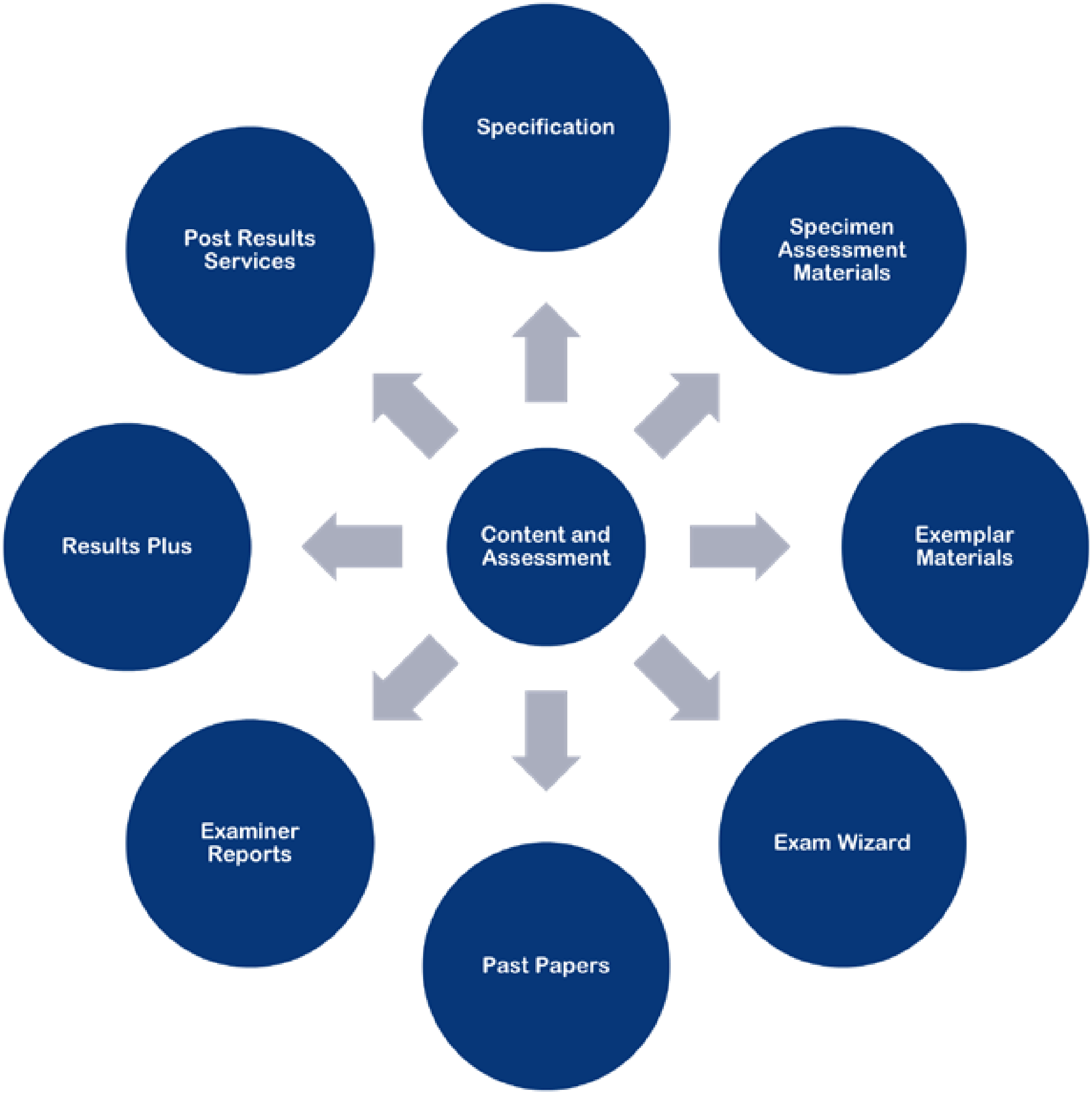
The Core Examinations and the Employer Set Project will be sat under exam conditions, following JCQ’s ICE guidance.

The Occupational Specialist project has different controls depending on the tasks being undertaken by the student. Therefore, full detail of student monitoring will be provided within the assessment materials; these will be published on our T Level webpage before the assessment window commences.

8 Resources and support

We offer a range of support taking you from 'on-boarding' through to 'Post Results Services'.

Content and Assessment



Specification

For each T Level we provide a specification and on-demand getting to know the specification training.

Specimen Assessment Materials

We provide two sets of SAM and mark scheme for each assessment within the T Level.

Exemplar Materials

We provide Guide Exemplification Materials for the Employer Set Project and Occupational Specialism; these give you an understanding of what a completed assessment and level of attainment will look like. We also provide Grade Exemplification Materials for each Occupational Specialism [following a live series], these show examples of live student work with examiner commentary.

Exam Wizard

Exclusive to Pearson, you have access to our exam-paper creation tool that allows you to create mock exams from a database of Core Exam sample questions and exam papers. You specify the type of assessment you want and a bespoke test with mark scheme and examiner report is created for students to use as practice.

Past Papers

Following each exam series past papers and associated mark scheme are uploaded onto our T Level website for you to review and use with your students. Plus, all Core Exam questions are loaded into Exam Wizard to increase the bank of items.

Examiner Report

Following each exam series, we produce an Examiner Report for each assessment. These will show you how the assessment performed, where responses gained credit, and where responses could be improved.

Post Results Service

Our PRS service includes:

- Access to Scripts (allows you to request copies of marked assessments allowing you to check the correct marks have been awarded.)
- Review of Marking/Clerical Check (checks that our assessors have marked the assessment correctly, it includes a Clerical Check and a review of the original marks by a senior examiner and change if errors in the application of the mark scheme are found.)
- Priority Review of Marking (can be requested if a student gets a result they do not expect, and it puts their place at FE/HE at risk. This review takes priority over others and is completed, and the outcome communicated as quickly as possible.)

Results Plus

Exclusive to Pearson, you have access to our post-results data analysis tool. It gives item level analysis by student, class, cohort or clusters of Providers. This allows you to pinpoint areas of strength and weakness and to amend teaching and learning to improve student outcomes and motivation.

Course Materials

We have a range of course materials available to support the teaching and delivery of T Levels. We treat each T Level uniquely and work with Providers to create materials that best suits your needs.

Core component

The Core component is made up of several topic elements, these form the knowledge required for the qualification and skills associated with the knowledge.

Depending upon the T Level we provide materials such as:

- Scheme of work/curriculum planners.
- Teaching and learning guide.
- Topic delivery guide that includes: Topic lesson plan; introduction PowerPoint; industry resource links.
- Topic case studies – you can choose how to use these.
    - Deliver a whole case study, look in detail at how the case study covers the topics, enabling your students to learn about multiple topics and how they impact a single initiative.

Or

- Deliver a whole topic using the examples from multiple case studies, looking in detail at the topic and how it differs depending upon the case study, enabling your students to focus on a single topic and explore how it changes and adapts depending upon the situation. Each case study starts with an introduction, designed to help introduce the concept of the case study and encourage students to start to explore more about the project.

Occupational Specialism

We provide materials to support learning of Occupational Specialism content via the use of projects that can be used towards formative assessment.

In addition, we work closely with our employers to support your Occupational Specialism delivery; for some T Levels, we have industry partnerships that enable you to access a range of industry specific content, training, support and/or software.

Training and Professional Development

We have a dedicated webpage for everything related to training. From this page you can access our T Level training offer, watch our on-demand sessions, book onto live events, watch recorded webinar sessions or catch up on live sessions you might have missed.

Our live events include:

- **Q&A Network Session**s with the Product Manager and Subject Advisor giving you the opportunity to ask questions, discuss your experience delivering the T Level and share good practice with other Providers.
- **Getting Ready to Teach** where you'll cover planning your programme, reviewing elements of the content and practical ways it can be delivered, and signposting to the ongoing support available.
- **Getting Ready to Assess** where you'll learn how the assessment will work. Our aim is for you to have a good understanding of the approach we have taken in the assessments. We will look at the 'command verb' and discuss what is meant and the type of response required, and how the response changes depending upon the mark attributed to the question. We will also refer to the mark scheme for you to understand where marks will and will not be attributed.

Administration and Exam Officer Support

We have a dedicated webpage for everything related to administration. On this page you'll find everything you need to administer your T Level. This page supports tutors, exams officers, administrators, anyone applying for Provider Approval, and all those involved in the delivery and management of assessment sessions.

Students

We have a dedicated webpage for students (which is really handy for parents too) and is ideal to signpost to or use during your recruitment activities. Here you will find:

- **Qualification description** – each T Level has one of these. It describes the outline of the T Level, the knowledge and skills that will be gained, and the progression routes available (realistic entry job roles, apprenticeships, higher technical qualifications, and degree programme).
- **Student journey** – describing what a typical 2-year programme could look like.
- **Qualification brochure and poster** – ideal for supporting recruitment fairs or social media activity.
- **Student case studies** – enabling those interested in T Levels to hear from current T Level students, why they chose a T Level, what they've learnt and what they want to do next.

Provider contact

Our T Levels Support webpage gives you all the contact details to support you. This includes our:

- Pearson support portal
- call centre, which is open between 8am and 5pm
- postal address.

Appendix 1: General Competency Frameworks for T Levels

The General Competency Framework for T Levels articulates English, maths and digital competencies that students are required to develop over the course of the qualification. The tables below list the competencies from the framework that are relevant to the *T Level Technical Qualification in Marketing*. The skills in grey are not relevant.

Competencies that can be developed in relation to a specification element of content are referenced in the column next to this content element in the Occupational Specialism. These competencies should be delivered through the content of this qualification and tutors should seek opportunities to allow students to develop the relevant skills to enable them to reach threshold competence in the specialism.

The English, maths and digital competencies are embedded in both the Core Component and the Occupational Specialist Component of the *T Level Technical Qualification in Marketing*. This is so that students can demonstrate their knowledge and understanding of these skills over the course of the qualification.

General English competencies

E1	Convey technical information to different audiences
E2	Present information and ideas
E3	Create texts for different purposes and audiences
E4	Summarise information/ideas
E5	Synthesise information
E6	Take part in/leading discussions

General maths competencies

M1	Measure with precision
M2	Estimate, calculate and spot errors
M3	Work with proportion
M4	Use rules and formulae
M5	Process data
M6	Understand data and risk
M7	Interpret and represent with mathematical diagrams
M8	Communicate using mathematics
M9	Cost a project
M10	Optimise work processes

General digital competencies

Students should be supported to develop the digital knowledge and skills needed in order to:

D1	Use digital technology and media effectively
D2	Design, create and edit documents and digital media
D3	Communicate and collaborate
D4	Process and analyse numerical data
D5	Be safe and responsible online
D6	Code and program

Mapping of Core skills into Core content

Suggested places to teach core skills:

CS1: Communication – use a range of communication methods tailored to audience
1.8.3, 2.4.4, 2.8.1, 2.8.5, 5.2.1, 6.2.3, 7.1.2, 7.2.1, 7.2.2, 7.2.3, 7.3.1
CS2: Creative thinking
2.4.4, 2.8.2, 2.8.3, 2.8.4
CS3: Applying a logical approach to solving problems, identifying issues and proposing solutions
2.1.2, 2.1.3, 2.1.4, 2.2.1, 2.2.2, 6.2.3, 8.4.1, 8.4.2, 8.4.3, 9.1.1
CS4: Working as part of a team
1.4.1, 1.8.1, 1.8.2, 8.2.1, 8.2.3, 8.2.4
CS5: Reflective practice
7.2.2, 7.2.3, 7.3.2, 8.4.1, 8.4.3

Appendix 2: Command word taxonomy list

The following table shows the command words that will be used consistently in the Core Examinations to ensure students are rewarded for demonstrating the necessary skills. The list below will not necessarily be used in every paper and is provided for guidance only.

Command word	Meaning
Give/Name/State	Recall a piece/pieces of information.
Identify	Provide an answer by applying knowledge and understanding to information selected from the given scenario.
Calculate (used in Paper 2 only)	Use a formula to determine a value using calculation. Showing relevant working. The number of marks indicates the number of stages in the calculation.
Explain	Identify a point and then give a linked justification/reasoning of the given point. For a 3-mark question, a further linked justification/ reasoning is required.
Discuss	Consider the factors that apply in relation to a specific context. Give careful consideration to opposing aspects of an issue, situation, or a problem. For a 9-mark question, more breadth of applied understanding is required.
Evaluate	Consider the factors that apply in relation to a specific context. Give careful consideration to characteristics such as, strengths and weaknesses, advantages and disadvantages, pros and cons, leading to a reasoned judgment/conclusion. For a 12-mark question, there will be two options to evaluate leading to a reasoned judgment/conclusion.

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