



## TQUK Level 2 Certificate in Principles of Marketing (RQF)

Qualification Specification

Qualification Number: 601/7765/2





## Introduction

### Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales, sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website [www.tquk.org](http://www.tquk.org) for news of our latest developments.

### Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website [www.tquk.org](http://www.tquk.org)

Qualification specifications can be found also be found on our website [www.tquk.org](http://www.tquk.org)

Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact TQUK.

## Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by approved centres to promote any TQUK qualifications.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. Only the logo given as part of centre approval should be used.

Approved centres must only use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's web site relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

If a centre no longer has TQUK approved centre status, it must immediately discontinue the use of TQUK's logo.

## Introduction to the Qualification

The TQUK Level 2 Certificate in Principles of Marketing (RQF) is regulated by Ofqual.

## Qualification Purpose

The purpose of the qualification is to develop knowledge and understanding to support learners who are employed in a role which includes marketing or as part of progression into the marketing sector.

## Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The qualification is suitable for pre-16 learners and above

## Progression

Successful learners can progress to other qualifications such as:

TQUK Level 2 Certificate in Principles of Sales (RQF)

TQUK Level 2 NVQ Certificate in Marketing (RQF)

TQUK Level 2 NVQ Certificate in Sales (RQF)

TQUK Level 2 NVQ Diploma in Sales (RQF)

TQUK Level 3 Certificate in Principles of Marketing (RQF)

TQUK Level 3 Certificate in Principles of Sales (RQF)

TQUK Level 3 NVQ Certificate in Sales (RQF)

TQUK Level 3 NVQ Diploma in Marketing (RQF)

## Structure

Learners must achieve a minimum of 15 credits; 10 credits from Mandatory Group A and a minimum of 5 credits from Optional Group

### Mandatory Unit

Unit Ref	Title	Level	Credits	Guided Learning Hours
D/502/9928	Principles of marketing theory	2	4	30
F/502/8206	Understanding legal, regulatory and ethical requirements in sales or marketing	2	2	15
L/601/7638	Principles of personal responsibilities and working in a business environment	2	4	32

### Optional Units

Unit Ref	Title	Level	Credits	Guided Learning Hours
D/502/9931	Principles of digital marketing	2	5	40
K/502/9933	Principles of market research	3	5	40
F/502/8223	Understanding the relationship between sales and marketing	3	3	21
K/503/8194	Principles of customer relationships	2	3	18
Y/502/9930	Principles of customer relationships	2	3	18

### Barred Units

This Unit	Is Barred Against These Units
Principles of customer relationships (K/503/8194)	Y/502/9930

## Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 150 hours.

## Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 116.

## Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a pass - there is no grading.

## Centre Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK Centre Recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support an approved Centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

## Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

### Course Delivery

## Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

## Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

## Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

## Trainer/Assessor Requirements

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS

- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

### Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.



## Useful Websites

Health and Safety Executive [www.hse.gov.uk](http://www.hse.gov.uk)

Office of Qualifications and Examinations Regulation [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

Health and Safety Executive NI <https://www.hseni.gov.uk/>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications [www.daqw.org.uk](http://www.daqw.org.uk) for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education [www.deni.gov.uk](http://www.deni.gov.uk) for public funding in Northern Ireland.

## Mandatory Units

<b>Title:</b>	Principles of marketing theory D/502/9928	
<b>Level:</b>	2	
<b>Credit value:</b>	4	
<b>Guided learning hours:</b>	30	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
The learner will:	The learner can:	
1 Understand how to segment the market	1.1	Explain the importance of defining market segments
	1.2	Describe the difference between market segments and customer classifications
	1.3	Explain how to cluster customers with similar characteristics
	1.4	Describe how a range of products may appeal to different market segments
	1.5	Describe the importance of valid and reliable marketing data to segmenting the market
	1.6	Explain the strengths and weaknesses of different marketing data collection methods
	1.7	Describe the use of Customer Relationship Management (CRM) activities and systems
2 Understand the value of marketing	2.1	Describe the role of marketing in enhancing the sale of products and/or services
	2.2	Explain the significance of customer loyalty to the achievement of marketing objectives
	2.3	Explain the role of performance indicators and evaluation arrangements
	2.4	Describe the factors to be taken into account when assessing the cost and value of marketing activities

	2.5	Explain the significance of brand and reputation to sales performance
3 Understand the principles of socially responsible marketing	3.1	Explain the scope and purpose of socially responsible marketing
	3.2	Explain the importance of involving stakeholders in socially responsible marketing activities
	3.3	Explain how core values are expressed through coherent branding and chosen communication methods
	3.4	Explain the requirements of socially responsible marketing campaigns
<p>Assessment requirements:</p> <p>All Assessment Criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the CfA Sales Assessment Strategy.</p>		

<b>Title:</b>	Understanding legal, regulatory and ethical requirements in sales or marketing  F/502/8206	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Guided learning hours:</b>	15	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
The learner will:	The learner can:	
1 Understand an organisation's procedures for dealing with legal, regulatory and ethical requirements relating to sales or marketing	1.1	Describe an organisation's procedures for raising legal, regulatory and ethical concerns
	1.2	Explain the scope of legal, regulatory and ethical requirements in sales or marketing
	1.3	Explain how the legal, regulatory and ethical requirements relate to the business of selling or marketing
	1.4	Describe internal and external sources of information on legal, regulatory and ethical requirements
	1.5	Explain how an "ethical approach" affects organisations in the sales or marketing environment
	1.6	Explain the importance of contract law in sales
2 Understand the legal, regulatory and ethical limits of the sales or marketing role	2.1	Explain the legal, regulatory and ethical requirements relevant to the role
	2.2	Describe the potential consequences of not complying with legal, regulatory or ethical requirements
	2.3	Explain the importance of working within the limits of the role, responsibilities and authority
	2.4	Explain the process for reporting legal, regulatory and ethical concerns
	2.5	Explain the importance of clarity of communication with the customer to ensure common understanding

		of agreements and expectations
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Assessment requirements:

All Assessment Criteria must be met. The method of assessment is determined by individual awarding organisations.

<b>Title:</b>	Principles of personal responsibilities and working in a business environment  L/601/7638	
<b>Level:</b>	2	
<b>Credit value:</b>	4	
<b>Guided learning hours:</b>	32	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
The learner will:	The learner can:	
1 Know the employment rights and responsibilities of the employee and employer	1.1	Identify the main points of contracts of employment
	1.2	Identify the main points of legislation affecting employers and employees
	1.3	Identify where to find information on employment rights and responsibilities both internally and externally
	1.4	Describe how representative bodies can support the employee
	1.5	Identify employer and employee responsibilities for equality and diversity in a business environment
	1.6	Explain the benefits of making sure equality and diversity procedures are followed in a business environment
2 Understand the purpose of health, safety and security procedures in a business environment	2.1	Identify employer and employee responsibilities for health, safety and security in a business environment
	2.2	Explain the purpose of following health, safety and security procedures in a business environment
	2.3	Identify ways of maintaining a safe and secure environment in a business environment
3 Understand how to communicate effectively with others	3.1	Describe different methods of communication
	3.2	Explain how to choose the most appropriate method of communicating with others
	3.3	Describe ways of actively listening

4	Understand how to work with and support colleagues	4.1	Explain the purpose of agreeing standards for own work with others
		4.2	Explain the purpose of taking on new challenges and adapting to change
		4.3	Explain the purpose of treating others with honesty and consideration
5	Know how to plan own work and be accountable to others	5.1	Explain the purpose of meeting work standards and deadlines when completing tasks
		5.2	Identify ways of planning own work
		5.3	Compare ways of keeping other people informed about progress
6	Understand the purpose of improving own performance in a business environment and how to do so	6.1	Explain the purpose of continuously improving own performance in a business environment
		6.2	Describe ways of improving own performance in a business environment
		6.3	Identify different types of career pathways that are available
7	Understand the types of problems that may occur in a business environment and how to deal with them	7.1	Identify the types of problems that may occur in a business environment
		7.2	Explain ways of dealing with problems that may occur in a business environment
		7.3	Explain how and when to refer problems to relevant colleagues
Assessment requirements: n/a			

Optional units

<b>Title:</b>	Principles of digital marketing D/502/9931	
<b>Level:</b>	2	
<b>Credit value:</b>	5	
<b>Guided learning hours:</b>	40	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
The learner will:	The learner can:	
1 Understand the role of digital marketing	1.1	Explain the role of digital marketing within the overall marketing strategy
	1.2	Explain the strengths and weaknesses of digital marketing
	1.3	Explain the importance of targeted digital marketing
	1.4	Describe the sources of data lists for use in targeting customers and potential customers
	1.5	Explain the legal requirements and implications of digital marketing
	1.6	Describe the importance of digital data capture systems for digital marketing
2 Understand the use of search engine optimisation (SEO)	2.1	Describe the use of SEO
	2.2	Explain the importance of SEO
	2.3	Explain the advantages and disadvantages of links to other websites
3 Understand the requirements of marketing research using the internet	3.1	Explain how to use search-related internet facilities to enable the identification and retrieval of targeted information
	3.2	Explain the advantages and disadvantages of different internet data collection sources
	3.3	Explain the importance of confirming the accuracy of information retrieved from the internet



4	Understand the uses of digital marketing devices and messages	4.1	Describe the potential uses of a Customer Relationship Management (CRM) system
		4.2	Explain the importance of data cleansing
		4.3	Describe the use of digital marketing devices
		4.4	Describe the use of digital response systems
		4.5	Explain the advantages and disadvantages of different tracking systems
5	Understand how to use digital technology for marketing purposes	5.1	Explain how to use a CRM system
		5.2	Explain how to maintain the currency and accuracy of digital databases
		5.3	Explain the advantages and disadvantages of different digital technologies
		5.4	Describe the importance of tailoring messages to different digital media
		5.5	Explain the potential for marketing to social networking sites
		5.6	Explain how to prevent marketing messages being identified as "spam"

Assessment requirements:

All Assessment Criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the CfA Sales Assessment Strategy.

Title:	Principles of market research  K/502/9933	
Level:	3	
Credit value:	5	
Guided learning hours:	40	
Learning outcomes  The learner will:	<b>Assessment criteria</b>  The learner can:	
1 Understand the basis on which market research is commissioned	1.1	Describe how to identify the need for market research and the sources of evidence to support this
	1.2	Describe the basis for scoping the research and identifying linkages, interdependencies and the possible impact of one element on others
	1.3	Explain how to set research parameters, aims and evaluation criteria
	1.4	Explain the importance of involving stakeholders in the definition of research to be carried out
	1.5	Explain how to evaluate different options for conducting the research
2 Understand how to design market research projects	2.1	Explain how to set research objectives, timescales, budget and resource requirements and success criteria
	2.2	Explain how to specify the characteristics and size of the sample to be researched in accordance with the research aims and objectives
	2.3	Describe the factors to be taken into account when selecting research instruments that are fit for purpose
	2.4	Explain how to ensure the suitability of methods chosen to conduct research
	2.5	Explain the strengths and limitations of quantitative and qualitative research
	2.6	Explain how risks inherent in market research may be addressed

	2.7	Explain how to ensure that research data collected is valid and reliable
	2.8	Describe the uses of the research outputs
	2.9	Explain how to obtain approval to the proposed research
3 Understand the principles of marketing data collection	3.1	Explain the difference between primary and secondary research and how this affects data collection methods and interpretation
	3.2	Describe the importance of using research instruments correctly
	3.3	Explain the role of data collection in a market research project
	3.4	Explain how to address problems arising in data collection (eg insufficiency of representative sample, unreliable or invalid data)
	3.5	Explain the importance of accurate data collection and recording
	3.6	Explain marketing data storage, security and access requirements
4 Understand the principles of marketing data interpretation and evaluation	4.1	Explain the volume of data needed to ensure statistical confidence
	4.2	Explain how to evaluate the quality, reliability and validity of market research data
	4.3	Describe the use(s) of market research
	4.4	Explain the application, strengths and weaknesses of different data analysis methods
	4.5	Explain the use of statistical tools to identify trends, causes and correlations in marketing data
	4.6	Explain the strengths and weaknesses of different data evaluation methods
	4.7	Explain the basis on which to reach conclusions as to the usefulness of the research

Assessment requirements:

All Assessment Criteria must be met. The method of assessment is determined by individual awarding

organisations, in compliance with the CfA Sales Assessment Strategy.

<b>Title:</b>	Understanding the relationship between sales and marketing F/502/8223		
<b>Level:</b>	3		
<b>Credit value:</b>	3		
<b>Guided learning hours:</b>	21		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will:	The learner can:		
1 Understand the impact of different organisational structures on sales and marketing functions	1.1	Describe the features of different organisational structures	
	1.2	Explain the effect of different organisational structures on sales and marketing functions and their performance	
2 Understand the interface between sales and marketing functions	2.1	Explain the role and responsibilities of sales personnel	
	2.2	Explain the role and responsibilities of marketing personnel	
	2.3	Describe areas of synergy between the sales and marketing functions	
	2.4	Describe the benefits of collaborative working to the performance of an organisation	
	2.5	Explain potential causes of friction between the sales and marketing functions	
	2.6	Describe mutually acceptable solutions to identified sources of friction	
3 Understand the impact of sales and marketing on product development processes	3.1	Describe the product development process	
	3.2	Explain the role of sales and marketing in the product development process	
	3.3	Explain the market features and trends relating to a product or service	
	3.4	Describe the characteristics and benefits of a product or service	

	3.5	Explain the wants and needs of an organisation's customer base
	3.6	Describe how to prepare a business case for a product or service
	3.7	Describe how to forecast sales of a product or service
	3.8	Explain the importance and use of customer feedback in relation to product development

Assessment requirements:

All Assessment Criteria must be met. The method of assessment is determined by individual awarding organisations.

<b>Title:</b>	Principles of customer relationships K/503/8194		
<b>Level:</b>	2		
<b>Credit value:</b>	3		
<b>Guided learning hours:</b>	18		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will:	The learner can:		
1 Understand customers and their needs	1.1	Describe the importance of understanding customers' wants and needs	
	1.2	Explain the role of segmentation in identifying customers' likely wants and needs	
	1.3	Describe the factors that motivate customers to buy	
	1.4	Explain the importance of seeking customer feedback on performance, products and/or services	
2 Understand an organisation's responses to customer relationships	2.1	Describe an organisation's marketing objectives and activities	
	2.2	Explain the importance of developing customer service plans and customer relationship plans	
	2.3	Describe an organisation's system for relationship management	
	2.4	Describe an organisation's customer care programme	
	2.5	Describe the system for communicating with customers	
	2.6	Explain the importance of a consistent level of service	
	2.7	Explain the link between customer satisfaction and sales growth	
	2.8	Explain the importance of using customer feedback to enhance performance, products and/or services	

<p>3 Understand the principles of customer relationship management</p>	<p>3.1</p>	<p>Explain the concept and principles of relationship management</p>
	<p>3.2</p>	<p>Explain the importance of keeping promises made to customers</p>
	<p>3.3</p>	<p>Explain the importance of balancing customers' needs with those of the organisation</p>
	<p>3.4</p>	<p>Explain the importance of keeping customers informed of progress, problems, issues and the actions undertaken in support of them</p>
	<p>3.5</p>	<p>Explain how to identify added value that could be offered to customers</p>
<p>Assessment requirements:</p> <p>All Assessment Criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the CfA Sales Assessment Strategy.</p>		



<b>Title:</b>	Principles of customer relationships Y/502/9930		
<b>Level:</b>	2		
<b>Credit value:</b>	3		
<b>Guided learning hours:</b>	18		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will:	The learner can:		
1 Understand customers and their needs	1.1	Describe the importance of understanding customers' wants and needs	
	1.2	Explain the role of segmentation in identifying customers' likely wants and needs	
	1.3	Describe the factors that motivate customers to buy	
	1.4	Explain the importance of seeking customer feedback on performance, products and/or services	
2 Understand an organisation's responses to customer relationships	2.1	Describe an organisation's marketing objectives and activities	
	2.2	Explain the importance of developing customer service plans and customer relationship plans	
	2.3	Describe an organisation's system for relationship management	
	2.4	Describe an organisation's customer care programme	
	2.5	Describe the system for communicating with customers	
	2.6	Describe the system for communicating with customers	
	2.7	Describe the system for communicating with customers	
	2.8	Explain the importance of using customer feedback to enhance performance, products and/or services	

<p>3 Understand the principles of customer relationship management</p>	<p>3.1</p>	<p>Explain the concept and principles of relationship management</p>
	<p>3.2</p>	<p>Explain the importance of keeping promises made to customers</p>
	<p>3.3</p>	<p>Explain the importance of balancing customers' needs with those of the organisation</p>
	<p>3.4</p>	<p>Explain the importance of keeping customers informed of progress, problems, issues and the actions undertaken in support of them</p>
	<p>3.5</p>	<p>Explain how to identify added value that could be offered to customers</p>
<p>Assessment requirements:</p> <p>All Assessment Criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the CfA Sales Assessment Strategy.</p>		