



## BIIAB Level 2 Certificate in Principles of Marketing

Level 2 Certificate – 601/6766/X (England)  
C00/0743/5 (Wales)



## Qualification Guidance

### About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

### Sources of Additional Information

The BIIAB Qualifications Limited website [www.biiab.co.uk](http://www.biiab.co.uk) provides access to a wide variety of information.

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Version	Date	Details of Change
2.0	May 2016	Rules of combination and Structure - Assessment methodology
2.0	January 2018	Front page, header, Section 1, 6 - Updated handbook throughout to remove reference to QCF and updated qualification with TQT
3.1	October 2023	Reformatted Qualification Guide

**Contents**

About Us.....	1
Contents.....	2
Qualification Summary .....	3
About the BIIAB Level 2 Certificate in Principles of Marketing .....	4
Objective and Purpose of this Qualification .....	4
About this Guidance.....	4
BIIAB Qualifications Limited Customer Service .....	5
What are Rules of Combination (ROC)? .....	5
BIIAB Level 2 Certificate in Principles of Marketing Rules of Combination (ROC) and Structure .....	6
Age Restriction .....	8
Entry Requirements and Progression .....	8
Assessment.....	8
Initial Assessment and Induction .....	13
Resources .....	13
Design and Delivery.....	14
Format of Units.....	14
Initial Registration .....	16
Qualification Review and Feedback.....	17
Mandatory Units.....	17

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Qualification Summary

BIIAB Level 2 Certificate in Principles of Marketing – 601/6766/X (England) C00/0743/5 (Wales)	
<b>Qualification Purpose</b>	To prepare for further learning or training by developing knowledge and/or skills in a subject area.
<b>Age Range</b>	<b>Pre 16</b> ✓ <b>16-18</b> ✓ <b>18+</b> <b>19+</b> ✓
<b>Regulation</b>	The above qualification is regulated by Ofqual
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Portfolio of Evidence</li> <li>• Practical Demonstration/Assignment</li> </ul>
<b>Type of Funding Available</b>	See FaLa (Find a Learning Aim)
<b>Qualification/Unit Fee</b>	See BIIAB Qualifications Limited web site for current fees and charges
<b>Grading</b>	Pass/Fail To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed
<b>Operational Start Date</b>	01/09/2015
<b>Review Date</b>	31/07/2025
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	116 hours
<b>Total Qualification Time (TQT)</b>	150 hours
<b>Credit Value</b>	15
<b>BIIAB Qualifications Limited Sector</b>	Business Support
<b>Ofqual SSA Sector</b>	15.4 Marketing and Sales
<b>Support from Trade Associations</b>	
<b>Administering Office</b>	See BIIAB Qualifications Limited web site



## Qualification Guidance

# About the BIIAB Level 2 Certificate in Principles of Marketing

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 2 Certificate in Principles of Marketing	601/6766/X

## Objective and Purpose of this Qualification

This qualification will help learners to develop the knowledge needed in Marketing. It is relevant for those who are currently employed, or are looking to become more employable, for example as a Junior Marketing Executive, Event Management Assistant or Market Researcher. This qualification focusses on the knowledge required in Marketing roles and forms the knowledge component of the Intermediate Apprenticeship in Marketing in England, Wales and Northern Ireland. Apprentices will also need to complete the BIIAB Level 2 NVQ Certificate in Marketing and Functional Skills in English and Maths (or Essential Skills in Wales and Northern Ireland).

The primary purpose of the qualification is to prepare for further learning or training by developing knowledge and/or skills in a subject area. However, employers can also rely on the knowledge provided as meeting nationally recognised standards for Marketing at this level.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

## About this Guidance

This guidance has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.



## Qualification Guidance

The purpose of the guidance is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this guidance is updated, centres will be notified by BIIAB Qualifications Limited.

## BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via [www.biiab.co.uk](http://www.biiab.co.uk)

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Support Contact Details: 0115 854 1620

Email: [CustomerSupport@biiab.co.uk](mailto:CustomerSupport@biiab.co.uk)

Our Customer Support team will be happy to assist with any administration related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing

## What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- the total credit value of the qualification
- the amount of credit that must be achieved within specific groups of units (e.g. Mandatory, Optional Unit, and Optional groups)
- the minimum credit which must be achieved at the level or above the level of the qualification
- the Total Qualification Time (TQT)
- the title, Unit Regulation Number and BIIAB Qualifications Limited Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)

## Qualification Guidance

- any barred units (units that cannot be taken together as part of the qualification)

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## BIIAB Level 2 Certificate in Principles of Marketing Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Certificate in Principles of Marketing learners **must** gain a **total of 15** credits. This **must** consist of:

- Minimum total** credit: **15**
- Mandatory Group A **minimum** credit: **10**
- Optional Unit Group B **minimum** credit: **5**
- A **minimum of 15** credits **must** be achieved through the completion of units at **Level 2** and above
- Guided Learning hours (GLH): **116** hours
- Total Qualification Time (TQT): **150** hours

The qualification has been developed to provide skills and knowledge for learners to progress at this level.

Listed below are the qualification units.

### Mandatory Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CFAQ24	D/502/9928	Principles of marketing theory	2	4	30	Assessment Knowledge Module (AKM)
MS1	F/502/8206	Understanding legal, regulatory and ethical requirements in sales or marketing	2	2	15	Assessment Knowledge Module (AKM)

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CCO3	L/601/7638	Principles of personal responsibilities and working in a business environment	2	4	32	Assessment Knowledge Module (AKM)

## Optional Unit Group B

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CFAQ25	D/502/9931	Principles of digital marketing	2	5	40	Assessment Knowledge Module (AKM)
CFAQ36	K/502/9933	Principles of market research	3	5	40	Assessment Knowledge Module (AKM)
MS2	F/502/8223	Understanding the relationship between sales and marketing	3	3	21	Assessment Knowledge Module (AKM)
CFAQ23	K/503/8194	Principles of customer relationships	2	3	18	Assessment Knowledge Module (AKM)
MS3	Y/502/9930	Principles of customer relationships	2	3	18	Centre Devised Assessment

## Barred Unit

This Unit	Is barred against this Unit
CFAQ 23 Principles of customer relationships (K/503/8194)	MS3 Principles of customer relationships (Y/502/9930)



## Qualification Guidance

### Age Restriction

This qualification is appropriate for use in the following age ranges:

- Pre 16
- 16-18
- 19+

### Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

This qualification is designed to equip learners with the knowledge to work effectively within Marketing at this level.

### Assessment

#### Overview of assessment strategy

The qualification contains knowledge units. These units are assessed by Assessment Knowledge Modules (AKMs) externally set by the BIIAB. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

One unit (MS3 Principles of customer relationships) is assessed through Centre Devised Assessment. Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB for details of the Centre Devised Assessment process and procedure.

#### Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

## Qualification Guidance

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

## Requirements of Assessors, Expert Witnesses, Internal and External Quality Assurers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

**Assessors** - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors must:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications must be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification must ensure their decisions are countersigned by

## Qualification Guidance

a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.

- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

**Expert Witnesses** – Witnesses don't have to be "expert". They can be drawn from a wide range of people who can attest to the learner's performance in the workplace, such as line managers, experienced workplace colleagues, customers or clients. They need to:

- provide a written statement about the quality and authenticity of the learner's work
- have first-hand experience of the learner's performance and understanding.

As the assessment decision lies with the Assessor, it is their responsibility to verify this and, where challenged, to justify their acceptance of third party 'witness testimony' to the Internal Quality Assurer.

**Internal Quality Assurer (IQA)** - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.

**IQAs must:**

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions must be countersigned by a

## Qualification Guidance

suitably qualified IQA and should be supported by a qualified IQA throughout the training period.

- be 'occupationally competent'. IQAs must demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

**External Quality Assurer (EQA)** - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs must have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Awarding organisations require all assessors, moderators and verifiers to maintain current competence to deliver these functions. BIIAB recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

## Qualification Guidance

### Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

### Assessment of the Knowledge Units

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- Professional discussion
- Learner reflective accounts
- Question and Answer
- Assignments and Projects.

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs must ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

### Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

## Qualification Guidance

- Learners do not understand why they are not yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence

BIIAB Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

## Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB Qualifications Limited suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Assessment Knowledge Module (AKMs) for assessing specific units
- Assessor Guidance for assessing specific units
- A Learner Summative Reflection
- Access to the units

All of these resources are available on request.

## Qualification Guidance

### Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB Qualifications Limited includes the mandatory units within this guidance document.

### Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role

## Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that forms part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning hours (GL).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GL, will include the estimated number of hours spent in preparation, study or any other supervised learning, study or assessment for an average learner. When planning how to deliver the qualification it is important to refer to this definition.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learners' needs.

## Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors



## Qualification Guidance

and learners guidance as to the requirements of the unit for successful completion. Each unit within this guidance document will be in the format below:

### Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

### Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB Qualifications Limited also assign unique unit numbers which is consistent when the unit is used in multiple BIIAB qualifications.

### Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

### Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

### Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

### Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:



## Qualification Guidance

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

## Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

## Initial Registration

### Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

### Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>

BIIAB Qualifications Limited is committed to ensure that:

- approved centres operate an equal opportunities policy
- approved centres communicate the policy to staff and learners
- approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements



## Qualification Guidance

### Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>

## Qualification Review and Feedback

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

## Mandatory Units

The following units are mandatory for this qualification. The optional units are available in the Unit Pack on request.

## Principles of marketing theory

<b>Unit Reference</b>	D/502/9928
<b>BIIAB Reference</b>	CFAQ24
<b>Level</b>	2
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	30
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge of market segments, the value of marketing and the principles of socially responsible marketing.
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.4)</b> 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

## Qualification Guidance

	<p>2.3 Explain the role of performance indicators and evaluation arrangements</p> <p>2.4 Describe the factors to be taken into account when assessing the cost and value of marketing activities</p> <p>2.5 Explain the significance of brand and reputation to sales performance</p>
<p>3. Understand the principles of socially responsible marketing</p>	<p>3.1 Explain the scope and purpose of socially responsible marketing</p> <p>3.2 Explain the importance of involving stakeholders in socially responsible marketing activities</p> <p>3.3 Explain how core values are expressed through coherent branding and chosen communication methods</p> <p>3.4 Explain the requirements of socially responsible marketing campaigns</p>

## Understanding legal, regulatory and ethical requirements in sales or marketing

<b>Unit Reference</b>	F/502/8206
<b>BIIAB Reference</b>	MS1
<b>Level</b>	2
<b>Credit Value</b>	2
<b>Guided Learning (GL)</b>	15
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge to understand an organisation's procedures for dealing with legal, regulatory and ethical requirements and these limits of the sales or marketing role.
<b>Learning Outcomes (1 to 2)</b> The learner will:	<b>Assessment Criteria (1.1 to 2.5)</b> 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

**Qualification Guidance**

	<p>2.2 Describe the potential consequences of not complying with legal, regulatory or ethical requirements</p> <p>2.3 Explain the importance of working within the limits of the role, responsibilities and authority</p> <p>2.4 Explain the process for reporting legal, regulatory and ethical concerns</p> <p>2.5 Explain the importance of clarity of communication with the customer to ensure common understanding of agreements and expectations</p>
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## Principles of personal responsibilities and working in a business environment

<b>Unit Reference</b>	L/601/7638
<b>BIIAB Reference</b>	CCO3
<b>Level</b>	2
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	32
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge of employment rights and responsibilities. Also, to understand the purpose of health, safety and security procedures, how to communicate and support others and the types of problems that may occur in a business environment.
<b>Learning Outcomes (1 to 7)</b> The learner will:	<b>Assessment Criteria (1.1 to 7.3)</b> 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

## Qualification Guidance

	procedures are followed in a business environment
2. Understand the purpose of health, safety and security procedures in a business environment	<p>2.1 Identify employer and employee responsibilities for health, safety and security in a business environment</p> <p>2.2 Explain the purpose of following health, safety and security procedures in a business environment</p> <p>2.3 Identify ways of maintaining a safe and secure environment in a business environment</p>
3. Understand how to communicate effectively with others	<p>3.1 Describe different methods of communication</p> <p>3.2 Explain how to choose the most appropriate method of communicating with others</p> <p>3.3 Describe ways of actively listening</p>
4. Understand how to work with and support colleagues	<p>4.1 Explain the purpose of agreeing standards for own work with others</p> <p>4.2 Explain the purpose of taking on new challenges and adapting to change</p> <p>4.3 Explain the purpose of treating others with honesty and consideration</p>
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



## Qualification Guidance

	<p>5.2 Identify ways of planning own work</p> <p>5.3 Compare ways of keeping other people informed about progress</p>
<p>6. Understand the purpose of improving own performance in a business environment and how to do so</p>	<p>6.1 Explain the purpose of continuously improving own performance in a business environment</p> <p>6.2 Describe ways of improving own performance in a business environment</p> <p>6.3 Identify different types of career pathways that are available</p>
<p>7. Understand the types of problems that may occur in a business environment and how to deal with them</p>	<p>7.1 Identify the types of problems that may occur in a business environment</p> <p>7.2 Explain ways of dealing with problems that may occur in a business environment</p> <p>7.3 Explain how and when to refer problems to relevant colleagues</p>