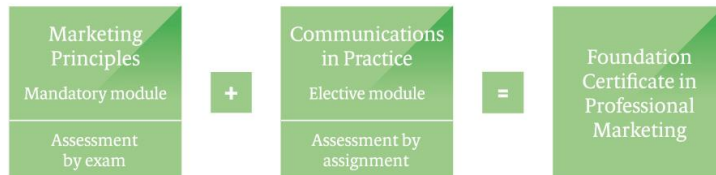


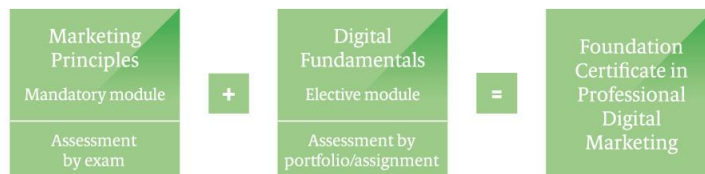
Module Specification:

Marketing Principles (VRQ)

Marketing Principles is a 12-credit mandatory module which sits within the suite of Level 3 modules.



Marketing Principles is common to both CIM Level 3 Foundation Certificate qualifications. To gain the CIM Level 3 Foundation Certificate in Professional Marketing, a pass in both Marketing Principles and Communications in Practice is required.



To gain the CIM Level 3 Foundation Certificate in Professional Digital Marketing, a pass in Marketing Principles and Digital Fundamentals is required.

If studied as a standalone module, an individual award can be achieved.

Aim of the module

This module provides an understanding of the key concepts and terminology used in marketing. On completion of the module, you will have a knowledge and understanding of the role and function of marketing within organisations, and the factors that influence consumer behaviour. You will also be able to identify key components of the marketing environment and have an appreciation of how to collect and utilise relevant information about the marketing environment. Finally, you will be able to outline the concepts and elements which make up the marketing mix and understand how these are applied in a range of different contexts.

Module structure

The module comprises three units with two learning outcomes each. Each learning outcome will be covered by the related assessment criteria and will be assessed by way of examination. The examination will comprise multiple-choice questions to be completed in a controlled assessment.

The learning outcomes and assessment criteria, together with the indicative content, are detailed in the Marketing Principles module content which follows.

CIM Level 3 Foundation Certificate in Professional Marketing (VRQ)/CIM Level 3 Foundation Certificate in Professional Digital Marketing (VRQ) Qualification Specification

Please refer to the CIM Level 3 Foundation Certificate in Professional Marketing/CIM Level 3 Foundation Certificate in Professional Digital Marketing Qualification Specifications for all other information including:

- CIM Professional Marketing Competencies
- The Level 3 qualification structure
- Who it is for
- Entry requirements
- The Modular Pathway
- Progression
- Credits and Total Qualification Time (TQT)
- Modes of study
- How it is assessed – assessment methodology
- How the assessments are delivered and when
- How it is grade
- When results are issued
- Module specifications
- What we mean by command words

Module Content: Marketing Principles (mandatory)

| | | |
|---------|------------------|--|
| Level 3 | Credit Value: 12 | Total Qualification Time: 120 hours Guided Learning Hours: 90 hours |
|---------|------------------|--|

Purpose statement

This module provides an understanding of the key marketing concepts and how marketing fits within the organisation. This module covers three units: the first relates to the role of marketing and the factors which influence customer behaviour; the second unit is about the collection and understanding of information about the marketing environment; and the third unit is about the development of knowledge and skills for the effective application of the extended marketing mix.

Assessment

Multiple-Choice Question Examination (controlled assessment)

Module weighting



LO 1 – 15% weighting
LO 2 – 15% weighting
LO 3 – 20% weighting
LO 4 – 15% weighting
LO 5 – 20% weighting
LO 6 – 15% weighting

Overarching learning outcomes

By the end of this module students should be able to:

Discovering Marketing

- Know the role and function of marketing within organisations
- Understand the factors that influence customer behaviour

The Marketing Environment

- Identify the key components of the marketing environment
- Identify how to collect relevant information about the marketing environment

The Marketing Mix

- Understand the concept and elements of the marketing mix
- Understand the application of the marketing mix in different contextual settings

Unit 1: Discovering Marketing

| Learning Outcomes The learner will: | Assessment Criteria The learner can: | Indicative Content |
|---|--|--|
| 1. Know the role and function of marketing within organisations | 1.1 Define the marketing concept | <ul style="list-style-type: none"> • Management process • Identifying, anticipating and satisfying customer requirements • Exchanges between the organisation, its customers and suppliers • Understanding customer expectations • Making customer satisfaction a business objective • Ensuring organisation practices secure customer retention and/or acquisition |
| | 1.2 Explore the importance of marketing | <ul style="list-style-type: none"> • Link between the organisation and the customer • Link between marketing and other functions • Internal and external customer needs and wants • Development and delivery of communication activity • Providing support to customers and the supply chain • Providing information internally • Internal service provision |
| 2. Understand the factors that influence customer behaviour | 2.1 Outline the customer buying process | <ul style="list-style-type: none"> • The process: <ul style="list-style-type: none"> ○ Need recognition ○ Information search ○ Evaluation of alternatives ○ Purchase decision ○ Post-purchase evaluation • How the process works in different buying scenarios: <ul style="list-style-type: none"> ○ impulse purchases ○ high-value purchases ○ services |

| Learning Outcomes The learner will: | Assessment Criteria The learner can: | Indicative Content |
|---|--|--|
| | 2.2 Identify the influences on the customer decision making process | <ul style="list-style-type: none"> • Customer needs/wants: <ul style="list-style-type: none"> ○ Functional benefits ○ Emotional benefits ○ Physiological needs ○ Luxury or necessity • Other influences: <ul style="list-style-type: none"> ○ Social – social groups, virtual groups, family ○ Cultural – subcultures, ethnicity, country of origin ○ Personal influences - personal values, ethics ○ People and personalities who influence decisions |
| | 2.3 Describe the differences between consumer (B2C) and organisational (B2B) buyer behaviour | <ul style="list-style-type: none"> • Emotional versus rational behaviour • Purchase size and value • Decision making units • Relationship status between organisation and buyers • Organisational decision-making process • Importance of different marketing activities |

Unit 2: The Marketing Environment

| Learning Outcomes The learner will: | Assessment Criteria The learner can: | Indicative Content |
|---|---|--|
| 3. Identify the key components of the marketing environment | 3.1 Outline the elements of the macro and micro environments | <ul style="list-style-type: none"> • Macro-environment Political – Economic – Social – Technological – Environmental - Legal/regulatory • Micro-environment Customers – Competitors – Suppliers – Intermediaries – Publics • Internal environment Resources (financial/non-financial) - Skills/people – Equipment - systems/processes/digital capabilities |
| | 3.2 Explain the importance of understanding the marketing environment | <ul style="list-style-type: none"> • Basis for making decisions • Knowledge of situation and changes • Assessing strengths, weaknesses, opportunities and threats |
| 4. Identify how to collect relevant information about the marketing environment | 4.1 Identify and assess sources of data | <ul style="list-style-type: none"> • Secondary data sources eg: <ul style="list-style-type: none"> ○ Journals and trade publications ○ Websites ○ Market research reports ○ Internal data ○ Government data/statistics • Primary data sources: <ul style="list-style-type: none"> ○ Quantitative research ○ Qualitative research • Data reliability: <ul style="list-style-type: none"> ○ Source accuracy and bias ○ Validity ○ Timeliness |

| | | |
|--|--|--|
| | 4.2 Outline methods used for primary data collection | <ul style="list-style-type: none"> • Quantitative methods: <ul style="list-style-type: none"> ○ Face-to-face ○ Telephone/mobile ○ Postal ○ Online ○ Omnibus • Qualitative methods: <ul style="list-style-type: none"> ○ Individual depth interviews ○ Panels ○ Focus groups ○ Online group discussions ○ Chat rooms ○ Social media research |
|--|--|--|

Unit 3: Marketing Mix

| Learning Outcomes The learner will: | Assessment Criteria The learner can: | Indicative Content |
|---|---|---|
| 5. Understand the concept and elements of the marketing mix | 5.1 Outline the elements of the extended marketing mix (7Ps) | <ul style="list-style-type: none"> • The 4Ps: <ul style="list-style-type: none"> ○ Product ○ Price ○ Promotion ○ Place • The extended 3Ps: <ul style="list-style-type: none"> ○ People ○ Process ○ Physical evidence |
| | 5.2 Identify the benefits of a coordinated marketing mix | <ul style="list-style-type: none"> • Synergy • Organisational focus • Budget economies • Clear brand positioning • Competitive advantage • Online and offline customer journeys |
| 6. Understand the application of the marketing mix in different contextual settings | 6.1 Apply the extended marketing mix elements to consumer (B2C) products and services | <ul style="list-style-type: none"> • Non-durable products (FMCG) Importance of: <ul style="list-style-type: none"> ○ Price and place ○ Mass promotion ○ Recognising the customer as consumer • Durable products Importance of: <ul style="list-style-type: none"> ○ service and guarantees/warranties ○ finance packages for purchase • Services Importance of: |

| | | |
|--|---|--|
| | | <ul style="list-style-type: none"> ○ 3Ps (extended marketing mix) ○ service quality • Impact of digital technology across the mix |
| | 6.2 Apply the extended marketing mix in a range of other contexts | <ul style="list-style-type: none"> • Business to Business (B2B) Importance of: <ul style="list-style-type: none"> ○ Price and negotiation ○ Personal selling and trade promotion ○ Relationships and service • Not-for Profit Importance of: <ul style="list-style-type: none"> ○ Ideas and services ○ Direct channels ○ Opportunity cost ○ Emphasis on public relations • Impact of digital technology across the mix |



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