



## Unit 2: Developing a Marketing Campaign

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### Delivery guidance

#### Approaching the unit

This practical unit allows your learners to investigate the role that marketing plays in business success. You should focus on ensuring that your learners develop a sound understanding of marketing concepts and how a marketing campaign is developed. Learners will also need to be able to interpret and use data to suggest an appropriate marketing campaign for a business and justify why the campaign will suit the needs of the business.

Consumers are bombarded with marketing messages on a daily basis. Your learners should be exposed to a wide range of examples of successful and less successful campaigns. In this way, they will learn what works and will be able to use successful examples as inspiration when they come to develop their own rationale and plan for a marketing campaign.

You can use a range of delivery methods in this unit, such as:

- discussions, e.g. class and small group discussions on the principles and purposes of marketing
- individual or group presentations, e.g. covering using information to develop the rationale for a marketing campaign
- case studies illustrating marketing campaigns for both well-known and lesser-known businesses

Group work is an acceptable form of delivery, but you must ensure that each learner produces sufficient evidence on their own for assessment.

You can involve local employers in the delivery of this unit by inviting them as:

- guest speakers and providers of interview opportunities
- providers of work experience for learners, and of business materials as exemplars
- providers of visit opportunities for learners.

#### Delivering the topics

Topic A is an introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign. You could start with a class discussion to introduce some basic theory about the purpose of marketing and how a business' marketing objectives link to its overall corporate objectives. Ask the group to identify some well-recognised, successful brands and learners could investigate how these brands market their products. They could do this through independent internet research or by visiting a major retail environment, to help them to develop an awareness of marketing activities.

Learners must understand that marketing activity can be influenced by internal and external factors, such as cost, availability of technology and socio-economic

factors. If there is a major employer in your area with a dedicated marketing department, it may be useful to approach them to arrange a guest speaker session, to discuss marketing in the real world. Your learners will also need to understand the concepts of both mass and niche markets and of market segmentation. Learners could present research on particular markets and segments within those markets to the whole group; you could ensure that the post-presentation discussion focuses on considering whether the products they have researched actually meet the needs of the target market and asking them to justify their reasoning.

Topic B is using information to develop the rationale for a marketing campaign. Ask your learners what information they think they would need in order to plan a marketing campaign and how they might find this information. Learners could then investigate real businesses and conduct their own market research. When looking at target markets and segmentation, learners should choose a different market to the one previously investigated in topic A. They should use a range of different market research methods and should also ensure that their research is valid and sufficient for the purpose. While learners do not need to have a detailed understanding of sampling techniques, a basic knowledge of sampling will help them make judgements about the overall validity of their findings.

Once they have conducted some primary and secondary research, learners should then be able to select marketing objectives for a brand, product or service and outline an appropriate marketing campaign for it. Focus on developing your learners' ability to justify their rationale for their choice using a range of techniques, such as situational analysis and competitor analysis. Justifying the rationale for a selected campaign is the first section of the external assessment and learners need to be prepared for this activity.

Topic C is planning and developing a marketing campaign. Learners must be able to develop a detailed marketing campaign and fully justify the choices that they have made. Learners will need to consider the role of the extended marketing mix in the development of a coherent marketing campaign. Learners could analyse the marketing mix for a range of products and evaluate the extent to which the chosen mix helps the product to achieve specific marketing objectives. For example, learners could look at the extended marketing mix for a product such as a carbonated drink and discuss whether this mix would allow the product to increase the business' market share or profitability.

The external assessment requires your learners to develop a rationale and develop a plan for a marketing campaign for a given product under controlled conditions. This campaign will need to include the selection of an appropriate message, a suitable marketing mix and the use of appropriate media. Learners also need to establish a budget and timeline for the campaign and discuss how they could evaluate the success of the campaign. It is important that learners have conducted prior research into the cost of different forms of advertising and other methods of promotion including online promotion. They also need to understand that the budget must be closely linked to the product/service being offered and the size of the business. To prepare your learners for this extended writing activity, give them plenty of time to practise in class with a number of different products or services. Learners could complete this activity in groups and/or individually, and present their campaign to a group of peers who could test their depth of knowledge by asking questions about the campaign.



## Getting started

This provides you with a starting place for one way of delivering the unit. Activities are provided in preparation for the external assessment.

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#### Introduction

Marketing is a dynamic field that contributes to the overall success of a business, with new methods of marketing developed continuously. For example, mobile marketing is becoming a key marketing medium. The aim of this unit is for learners to be able to recommend a suitable marketing campaign for a product or service.

**Topic A – Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign**



- You could begin by having a group discussion on the different methods used to market products and services. Ask the group to consider whether they think these methods are likely to remain the same in the near future.
- Learners will require a basic understanding of the principles and purposes of marketing. They could work in small groups to produce a definition of marketing, and then work as a whole group to combine and refine the definition until they arrive at an agreed definition. They also need to understand how marketing links to wider corporate objectives, perhaps by doing a simple matching activity or quiz.
- Try to expose your learners to a range of different brands and marketing campaigns. A visit to a local shopping centre or retail park to investigate the ways in which goods and services are marketed to different audiences would be a good starting point. Learners should understand the concepts of niche and mass markets.
- Learners will need to understand that different customers have different characteristics, and that market segmentation allows marketers to get the maximum sales from the marketing budget. Develop learners' critical thinking skills by dividing the group into pairs and asking each pair to identify the different characteristics and target market segments for a range of markets, e.g. the car market or the housing market.
- Explore the internal and external influences on marketing by inviting in a visiting speaker from the marketing department of a local business. Alternatively, you could use case studies to help learners develop their understanding of the factors that shape the development of a marketing campaign. They could go on to complete an analysis of the internal and external factors on a successful campaign.

### **Topic B – Using information to develop the rationale for a marketing campaign**

- This topic is particularly well suited to a range of practical research tasks. This work can help learners to build up a bank of information to use when producing a rationale for a new marketing campaign. During their investigations, learners will collect data to satisfy a range of marketing purposes, such as identifying trends or competition.
- Individually or in small groups, learners could investigate a range of different methods of primary research. Learners should focus on the benefits and drawbacks of each method so that they are able to justify why a particular research method has been chosen for a particular activity.
- Using both primary and secondary sources, learners could research a range of markets to obtain either internal or external data on a given subject, which can then be analysed using a variety of evaluation and decision-making tools. For



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example, internal sales records could provide data on which to base future forecasts, and external journals or newspapers could provide data on market size or other external factors that might affect future demand.

- A decision is only as good as the data on which the decision has been based. Learners therefore need to be able to evaluate the quality and validity of the research they have undertaken. They will need to consider whether there is sufficient data or whether data from other sources such as trade journals or news articles would help improve validity. A range of case studies could help learners to practise and develop the analytical skills they will use in the external assessment.
- When justifying the rationale for their proposed marketing campaign, learners will need to use a range of evaluation and decision-making tools. Learners need to understand the basic concepts of the product life cycle and PESTLE and SWOT analysis (covered in more detail in topic C). They should be able to apply these concepts and tools to a range of data or case study stimulus material, and could present their analysis to peers.
- It would be useful for learners to investigate and analyse a range of successful marketing campaigns. The websites of successful advertising agencies would be good places to find examples.
- Give learners a practice assessment activity where learners are given a product for which they develop a full campaign rationale including budget and time scale. The sample assessment material provided could be used here or the centre could save this for a future mock exam opportunity and develop their own practice assessment brief.

## Topic C – Planning and developing a marketing campaign

- Use a range of practical and research tasks to develop the skills that learners will need to produce an appropriate marketing campaign. During teaching and learning stages, candidates will also develop analytical and evaluative skills, including the ability to conduct SWOT and PESTLE analysis.
- A key element of a learner's marketing campaign will be a fully integrated extended marketing mix. Learners will need to understand how the elements link together to form a coherent whole. They should be exposed to a wide range of marketing campaigns, through individual research, group research or case study materials which you give them. Learners will need to be able to analyse the individual elements of their chosen marketing mix and make judgements on the appropriateness of the different elements for the product or service.
- The key to the success of any campaign is the marketing message. Learners therefore need to understand the link between the marketing message and its purpose. Tutor-led discussion through the examination of a range of campaigns will help to develop this understanding. Give learners the opportunity to develop their own message content for a range of products or brands.
- An element closely linked to the marketing message is the choice of media for the campaign. There is a wide range of traditional and new media that learners could use, and they will need to explore the benefits and drawbacks of different media, both traditional and digital/mobile. Another key factor affecting media selection will be the available budget, and learners should understand the elements that go into compiling the overall campaign budget.
- In the external assessment, learners must show how they would evaluate the success of their campaign. Learners should get used to using a range of evaluative measures, such as return on investment. However, learners should also understand that return can be measured in a number of different ways, such as revenue



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gained, gross or net profit generated, or the number of sales or leads generated.

- Give learners practice assessments at the end of this topic and provide feedback to help them develop their skills before the final assessment.



## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Business (NQF):

- Unit 1: Exploring Business.
- Unit 15: Investigating Retail Business.
- Unit 17: Digital Marketing.
- Unit 22: Market Research.
- Unit 28: Branding.
- Unit 29: Relationship Marketing.

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Business. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

### Textbooks

- Coupland-Smith H, Phillips J, et al – *BTEC Level 3 National Business Student Book 1* (Pearson, 2016) ISBN 9781292126203.  
A student book covering the new BTEC Level 3 NQF course. *Unit 2: Developing a Marketing Campaign* is covered in full.
- Armstrong G, Kotler P, et al – *Marketing: An Introduction*, 2nd edition (Pearson, 2012) ISBN 9780273762607.  
A good introduction to the world of marketing and small business research.
- Kotler P, Armstrong G, et al – *Principles of Marketing*, 6th edition (Pearson, 2013) ISBN 9780273742975.  
Good sections on developing an integrated marketing mix and marketing analysis.
- Richards C, Dransfield R, et al – *BTEC Level 3 National Business Student Book 1* (Pearson, 2010) ISBN 9781846906343.  
A student book covering the previous BTEC Level 3 QCF course. It covers *Unit 3: Introduction to Marketing*, *Unit 9: Creative Product Promotion*, *Unit 10: Market Research in Business* and *Unit 12: Internet Marketing in Business*.

### Websites

- A brief summary of marketing and the 7 Ps by the Chartered Institute of Marketing (CIM):  
[www.cim.co.uk/files/7ps.pdf](http://www.cim.co.uk/files/7ps.pdf)
- A guide to effective marketing, including a flow chart of the marketing process and a marketing tool kit:  
[www.cimmarketingexpert.co.uk](http://www.cimmarketingexpert.co.uk)
- Times 100 Case studies:  
<http://businesscasestudies.co.uk/case-studies/by-topic/#axzz3kX9I2e2m>





- A guide to content marketing:  
<https://contentmarketinginstitute.com/what-is-content-marketing/>: