

Unit 18: Creative Promotion

Delivery guidance

Approaching the unit

This unit will appeal to you and your learners as you all have 'shopping' or 'consumer' experiences to share. This unit is about promotion of products and services. Different products and services appeal to different tastes, genders and age groups – this unit offers a unique opportunity to explore the reasons for this. Current shopping habits (what's in and what's not), consumer trends, spending habits, online versus high street shopping and the 'Portas pilots' are all areas for discussion which are interesting and sometimes controversial and can be used to introduce the unit.

Business organisations come in all shapes and sizes but one common characteristic is that they all have aims and objectives. One of the building blocks in achieving aims and objectives is effective promotion of goods and services. Many of your learners will have the perception that promotion is simply television advertising but the focus of the unit is much wider and includes:

- marketing communication including theoretical models
- marketing activities and the promotional mix
- planning a campaign including brief, content and tactics in line with aims and objectives.

This unit explores different methods of promotion and how the promotional mix will be adapted to influence and appeal to different target markets. This unit gives your learners the opportunity to be creative and artistic when planning a campaign and materials.

A range of delivery methods is important, including discussion, case studies, role plays, presentations, researching organisations perhaps using QR codes and their promotions and statistics on, for example, consumer spending. Learners benefit from a range of different approaches incorporating games and competitions. Television and video clips for example – *Dragons Den*, *The Apprentice*, *Watchdog*, or *Dispatches* may be used. You could add more variety by using guest speakers and linking this to career options and employability skills. Visits to different businesses such as supermarkets and shopping centres give learners the opportunity to see current promotions first-hand.

Delivering the learning aims

In order that your learners are well prepared for their assignments, it is important that they compile a folder with notes, activities and research (it may be helpful for them to organise these materials in sections relating to each learning aim as well as a section for general use). You could instruct learners to compile a glossary of relevant terminology as an ongoing activity. You need to demonstrate how your learners can find facts about organisations and campaigns by introducing them to textbooks, specific websites, journals, market research reports and explaining abbreviations and key terms. You also need to stress the importance of using up-to-date resources.



A starting point for this unit is to explain content, duration and assessment before you lead a discussion on what your learners already know about marketing and promotion.

To deliver learning aim A, start with an explanation of key terms and a definition of marketing communications – it is worth spending time on this first to prevent learners from getting confused about the difference between marketing mix and promotional mix. Quizzes and competitions (e.g. on identifying logos and strap lines) may be used at the start of the unit and throughout to engage and encourage learners. This is also an ideal opportunity for you to guide learners in order that they see the bigger picture, to research businesses which own brands and organise the promotion of the brands, otherwise learning may be limited as learners may focus on a specific product or service. Stress at this point that this unit allows learners to use and develop their powers of observation to recognise promotional methods and how responsive they are to promotions.

You may use group and individual activities, case studies and props, enabling learners to explore how marketing communications are used by businesses and to identify the purpose of different promotional activities. Here you can direct learners to existing and completed campaigns. You can then instruct learners to research and carry out activities linked to new and recent campaigns, in order to identify the information and design the company has used and relied upon in order to develop effective and successful promotions. Learning aim A gives an opportunity for your learners to be creative, by creating and designing messages which are appropriate and appealing, which fit in with a company's communications objectives and which can be adapted for different target groups.

You may use peer assessment to rate different messages on design, content, appeal and suitability for the target group and this illustrates one type of feedback before exploring other methods of feedback such as taste tests and product trials. You may choose different campaigns – successful and less successful – and with different purposes (for example, public safety or Comic Relief compared to profit-making organisations), allowing learners to analyse and assess promotional activity.

Learning aim B allows you to concentrate on specific elements of the promotional mix by using and expanding on research collated for learning aim A. You can use activities where learners relate specific shopping experiences to different elements of the promotional mix using mind maps or checklists. Group activities may be used to identify the advantages and disadvantages related to different elements of the promotional activity – an analysis of methods used and factors influencing a purchasing decision. There are various video clips you could use here such as 'Eat well for less' and 'Supermarket secrets'.

Case studies can be used relating to one element of the promotional mix allowing for explanation and analysis. You could then use a case study on a campaign using several elements allowing learners to make a judgement on how effective and influential the campaign has been. Using a range of these activities will enable your learners to examine promotional activities used by contrasting business organisations. Guest speakers from marketing departments (perhaps from your school or college) would be beneficial – use an activity first on how to boost recruitment and compare this to the actual methods used. You could have a mobile phone related activity here leading into a discussion of new technologies and social media influencing buyer behaviour. You may instruct learners to prepare a presentation on what influences a customer to make a purchase and what factors does an organisation take into consideration when deciding on promotional activities. These activities can be developed into a bigger picture showing the wider influences on choice of promotional activity – type of market business strategies and objectives, social, political, legal and

ethical considerations. Continuing with the glossary of terms activity, it is a good idea to ensure that learners can clearly distinguish between unethical and illegal activity. Examples are readily available on video-sharing websites and on Trading Standards (www.tradingstandards.uk) and Advertising Standards Authority (ASA) websites (www.asa.org.uk).

Learning aim C is a more practical area of this unit and concentrates on creating a plan for a promotional campaign, allowing your learners to use and develop important transferrable skills – using initiative, planning, being creative, organising and managing a budget. To begin with, you can introduce learners to existing promotional plans and their associated campaigns, allowing learners to select key areas or themes to be used in their own plan. Learners will also need to investigate market segments, target groups and positioning of products/services. This is a key area to use as a basis for creating a plan for a promotional campaign.

It is important here that you clarify for your learners the difference between a plan for a campaign and a business plan. The promotional plan is based on objectives and what needs to be achieved but will be established depending on the method used to set a budget. Researching different methods is essential and it is important for learners to recognise that costs incurred must stay within a budget (www.smartbiz.com is a useful site).

Learners can be given a step-by-step guide for creating a promotional plan including assessing marketing communication opportunities, deciding on communication channels, determining objectives and promotional mix, developing a message, agreeing a budget and, after the campaign, reflecting on effectiveness. You can encourage your learners to collaborate in order to create a template for a promotional plan. You can also devise mini tasks where learners are allocated goods, services or events to promote such as a school or college trip or charity event, which gives good preparation for the formal assessment. Learners will also need guidance on presenting their promotional campaign. You can encourage your learners to be innovative and generate ideas for new products or services and turn this into a 'Dragons Den' activity. Learners could also produce promotional materials for the product or service and present these to an employer panel in the form of a pitch.

There are also excellent sources of information available on the ethical and legal dimensions of promotional activities. The ASA website (www.asa.org.uk) includes 'Rulings' and educational resources, while the Committees of Advertising Practice website (www.cap.org.uk) includes advertising codes and information on unethical and illegal practices. You could also introduce case studies to illustrate ethical and unethical marketing, which could be opened up into a discussion of controversial areas such as those targeting children or vulnerable adults, 'cold calling', slimming/diet/health products and advertising alcohol and gambling.



Learning aim	Key content areas	Recommended assessment approach
A Explore the role of integrated marketing communications in creative promotion	A1 The purposes of marketing communications A2 Developing effective marketing communications A3 The importance of integrated marketing communications	A report on the role of integrated marketing communication activities used in a range of different businesses.
B Review the effectiveness of the promotional mix used by different businesses	B1 The elements of the promotional mix B2 Influences on the choice of promotional activities	A report on the effectiveness of the promotional activities used by different businesses, comparing the campaign plan produced by learners to other businesses.
C Create a plan for a promotional campaign	C1 Linking promotional methods to market segments C2 Costing promotional activities C3 Planning promotional activities C4 Ethical and legal dimensions of promotional activities	<p>Learners will produce and present a proposal for a promotional campaign, showing how appropriate communication methods will be utilised in order to meet the needs of customers.</p> <p>The plan will be fully costed and the learner will show how they intend to spend their budget on different activities.</p> <p>Learners will need to produce examples of proposed promotional materials in their presentation.</p>

Assessment guidance

Your recommended assessment approach suggests an outline programme of two reports and a presentation. The group size will also impact on the presentational method you choose, large groups may struggle with the amount of time taken for individual presentations. Individual work, however is a far more robust method of assessment to show how each learner meets each criteria, and in-class tests or activities under controlled conditions are useful as a component of a formal assessment to avoid over assessing. Case studies or scenarios are an excellent way for learners to demonstrate their knowledge and understanding by identifying promotional objectives, methods, influences and potential issues. Each learning aim could be assessed as stand-alone, although learning aim B is flexible and could be compatible with either learning aim A or C.

The recommended assessment mode for learning aim A is a report, and you would need to ensure that learners know how to use formal report format and how to select appropriate sub-headings. Alternatively, you could use a comprehensive case study covering two sophisticated campaigns carried out by



two contrasting organisations with different promotional objectives and this would give scope for achieving across the assessment criteria.

The specification recommends that the second assessment combines learning aims A and B and suggests a report, a presentation, a plan and examples of promotional materials. The report must investigate the promotional activities of two different business organisations selected by the learner. This assignment is better suited to individual activity in order to achieve assessment criterion C.D3. The plan for a promotional campaign gives your learners an opportunity to be creative, organised, show initiative and improve their confidence and employability skills. Your learners could submit a variety of evidence for the promotional materials such as drawings, prototypes, screen shots, mood boards, storyboards (here video or photographic evidence could be collected for the standards verifier). One area which could pose problems is gathering information on budgets and costs, and some useful websites on this are included in the 'resources' section below.

A set budget could be stated on the assignment brief or the learner can determine the budget based on the business, the market, the type of campaign (local or national), the target group and the product or service being promoted.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 18: Creative Promotion

Introduction

Start with a PowerPoint presentation of products and promotions to generate interest and motivate learners. You can then explain the unit content, duration and assessment before leading a general discussion on what learners know about shopping, marketing and promotion. You may define key terms or ask learners to research and share definitions of key terms, which can be added to a glossary of terms. Online or paper-based games and quizzes can be used both at the beginning and throughout the unit, for example, to recognise logos or brands (www.tes.com/teaching-resource/logo-quiz-and-answers-3000408).

Learning aim A – Explore the role of integrated marketing communications in creative promotion

- You could compile a 'shopping diary'. Start each week by holding a short group meeting and nominating a different learner each week to take notes and collect supplementary evidence. Use the meeting to discuss the learners' recent purchases, access to services and anything reported in the news either locally or nationally relating to marketing and promotion. You will have to lead this activity at first but pass more responsibility to learners on a week-by-week basis to develop their confidence and public speaking skills linking to employability. The 'shopping diary' will be an additional shared resource for your learners.
- You can use an activity called 'Exposure' to show the extent to which learners come into contact with marketing communications. Prompted by questions, instruct your learners to list promotional materials they are exposed to in a specific time period for example, from getting up in the morning to arriving at school or college, or a weekend visit to the shops. Learners can compare lists and discuss the impact, influence and appeal of promotional materials.
- You may instruct learners to collect marketing communications and promotional materials. You could issue a checklist to guide learners including a link to a TV advertisement, sales promotion, direct mail, a leaflet, a newspaper advert and a news article on a retail organisation. You could use group work and resources shared to identify the purpose and evaluate the effectiveness of each example.
- You could use a picture quiz to link different products and services to different target groups before suggesting appropriate promotional materials.
- You may use props for a group activity; bring several products to class without any packaging or indication of brand. When selecting products for this activity be mindful of perishable items as well as corrosives etc. Allocate products to groups and ask each group to consider the target market, to come up with a name, to suggest or design appropriate promotional messages, packaging and logos. Ask each group to present their ideas and peer assess.
- The following week/session you can reveal the actual name, brand, logo and business related to the products given out. Ask learners to carry out further research on the actual products and their promotion, giving learners the opportunity to compare and contrast their own designs and analyse the effectiveness of marketing communications in achieving the promotional objectives of the business.



- You may wish to use the 'Times 100' case studies (www.businesscasestudies.co.uk) to measure the success of campaigns in terms of promotional objectives, feedback and consistency.
- To ensure that your learners are assessment ready, you can use practical activities such as 'how to' – use formal report format, present successfully or put forward a proposal. These practical activities link to employability skills and develop confidence.

Learning aim B – Review the effectiveness of the promotional mix used by different businesses

- After researching and carrying out activities for learning aim A, your learners will be more open to promotional activity and materials, therefore it would be a good idea to arrange a visit to a shopping centre or supermarket to observe promotions in action. Your learners could compile a list of questions before the visit relating to objectives, budgets, choice of channel and impact of competitors if you have arranged for your learners to have access to relevant members of staff. With permission, your learners may also collect photographic evidence of promotions.
- You can instruct learners to create mind maps or checklists for the different elements of the promotional mix (advertising, personal selling, etc.) and make notes on advantages and disadvantages of each.
- You can direct learners to short videos on 'Superbrands' for ideas about choices for promoting products. The Superbrands website (<http://www.superbrands.uk.com/>) gives links to the brands' corporate websites and this gives learners an opportunity to compare and contrast the approaches of different organisations.
- You could arrange for a guest speaker to visit from a local business organisation dealing in different markets for example B2B, B2C, mass, niche, to discuss influences on their choices of promotional activity. Before the visit, it is a good idea to request specific areas to be included in the talk.
- To concentrate on the effectiveness of promotional activities, you could devise individual activities instructing learners to research and interpret statistics and surveys taking into consideration successful and less successful campaigns.
- Television and online video clips from programmes such as *Watchdog*, *The Apprentice* and *Supermarket Secrets* can be viewed by your learners to illustrate influences on promotional campaigns and the importance of consistency of promotional activities. Some sites show the best and worst advertising campaigns.
- You can instruct learners to use mobile phones/devices to monitor and note how businesses access and use social media as a platform for promotion before leading a discussion on new technology and online versus high street shopping.

Learning aim C – Create a plan for a promotional campaign

Learning aim C is the culmination of the unit and your learners can make use of knowledge and understanding developed through learning aims A and B. Furthermore, your learners will explore technical and complex areas in addition to having fun, being creative and showing flair in the production of promotional materials.

- You can prepare two sets of cards, one set showing products and services and the other set showing different market segments. Ask learners to match the cards and, on a worksheet, justify why they have paired them up.
- Devise case studies of campaigns from around the world for learners to identify how and why changes may be made to the promotional mix to suit different nationalities and cultures. The 'HSBC' television adverts on 'YouTube' are a good illustration.



- You can devise a table with three columns for your learners to identify promotional channels, costs and reasons for variance.
- Learners should carry out a cost versus benefit exercise for different campaigns.
- You may introduce learners to new technology and innovative campaign methods by researching, for example, www.thebrandingjournal.com/2015/04/audi-promotes-its-new-water-vapor-car-on-disappearing-steam-billboards/ – particularly the 'Audi' water vapour advert.
- You could instruct learners to work in pairs to devise a template for their plan for a promotional campaign.
- You can prepare a set of cards varying in degree of complexity. For example, promoting a local baby-sitting service or launching a new chocolate bar. The cards allow for differentiation and building up from a basic plan to one more sophisticated. Your learners can work in groups to identify market segment, costing and planning the promotional activities, producing promotional materials and listing ethical and legal considerations. Your learners can work with several of the cards, share their ideas, peer assess (making use of the other learners' scrutiny) and practise for their formal assessment.
- To encourage initiative, you could use themes. For example, in 'Breakfast Challenge' learners could suggest a new product and explain how to promote it or you could use colour themes (suggest a product and explain how to promote it for, say, the colour green, then learners can justify their ideas and choices).
- You could use case studies to explore legal and ethical considerations and use a 'true or false' activity relating to relevant laws and codes of practice.

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

Pearson BTEC Level 3 Nationals in Business (NQF):

- Unit 2: Developing a Market Campaign.
- Unit 16: Visual Merchandising.
- Unit 17: Digital Marketing.
- Unit 22: Market Research.
- Unit 28: Branding.

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.

Journals

- *Business Review* (Philip Allan Magazines, Hodder Education)
This journal is useful for case studies, up-to-date articles on business activities and discussion points.
- *Marketing Week* (Centaur Media)
A useful resource reporting on marketing activity of organisations.

Websites

- www.brandrepublic.com
This website gives up-to-date news on brand marketing and case studies that are useful for delivery of this unit.
- www.cim.co.uk
A reliable website that reports on the industry and is useful preparation of teaching and learning materials including a useful PDF guide on achieving an effective promotional mix – www.cim.co.uk/files/promotionalmix.pdf.
- www.digitaladvertising.co.uk/digital-advertising-costs
This site contains some useful information on budgets and costs.
- www.guerillascope.co.uk/tv-advertising-costs
This site contains some useful information on budgets and costs.
- www.marketingdonut.co.uk
This site is useful for linking a range of marketing topics. It includes cases, expert advice and blogs.
- www.marketingmagazine.co.uk
This website gives up-to-date news on marketing and case studies that are useful for delivery of this unit.



- www.radioadvertising.co.uk/costs
This site contains some useful information on budgets and costs.
- www.hoddereducation.co.uk/businessreviewextras
Online version of Business Review magazine – useful for case studies, up-to-date articles on business activities and discussion points.