

# Unit 53: Marketing and Public Relations

<b>Unit code:</b>	<b>K/600/6646</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This unit aims to introduce learners to the practice of marketing and public relations. After looking at the methods and techniques used to create awareness, learners will apply this knowledge and understanding to specific situations. They will analyse the particular marketing problems and challenges that exist before proposing strategies and solutions to identified situations.

## ● Unit introduction

The marketing and promotion of a commercial media product is an important stage in trying to ensure its success in reaching its target audience and being received by this audience in the desired way. Market research departments, companies and agencies employ a range of methods and techniques to try to find out what consumers of media texts think and feel about those texts. Researchers aim to provide a realistic insight into audience preferences, wants, needs, desires and aspirations so that the final media product can be marketed and promoted as successfully as possible. Public relations (or PR) companies will also attempt to manage the message that is being communicated about a specific product or service and try to ensure that it is seen in a positive light.

Marketing and public relations cannot provide guaranteed results, as the generation of meaning lies ultimately with the consumer, but effective marketing and promotion can provide a firm foundation for the successful launch, and ongoing support, of a product aiming to meet its expected targets.

Most large companies will have their own marketing or PR department, whilst smaller companies will employ independent specialists to market and promote their products on a bespoke basis.

Whatever the arena, an understanding of marketing and an awareness of the methods of promotion are vital to the media industry and the success of its products and services.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Understand the functions of marketing and public relations
- 2 Understand the principal methods and techniques used in marketing and public relations
- 3 Be able to identify issues requiring marketing or public relations solutions
- 4 Be able to create strategies offering solutions to identified marketing or public relations issues.

# Unit content

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## 1 Understand the functions of marketing and public relations

*Range of functions:* marketing (market research, market analysis, marketing strategy, advertising, brand promotion); public relations (managing the message, positive publicity, 'spin', damage limitation, organising events, lobbying)

*Fields of marketing and public relations:* media; business; government; public services; charities; pressure groups; entertainment; sport; celebrities

## 2 Understand the principal methods and techniques used in marketing and public relations

*Marketing:* methods of research (primary, secondary, qualitative, quantitative, market research, surveys, focus groups); understanding clients and their requirements; understanding markets; SWOT analysis (strengths, weaknesses, opportunities, threats); profiling; marketing mix; range of marketing materials (print, video, audio, interactive); advertising; sponsorship; endorsements; merchandising; events

*Public relations:* press statements; press releases; electronic media packs; briefings; press conferences; handouts; interviews; film and picture opportunities; contacts; networking

## 3 Be able to identify issues requiring marketing or public relations solutions

*Issues:* quality; image; price; value; market; competition; strengths; weaknesses; opportunities; threats

## 4 Be able to create strategies offering solutions to identified marketing or public relations issues

*Strategies for marketing and PR campaigns:* determine objectives; plan the campaign; manage the message; hyperbole; truthfulness; presentation of facts; communication; internal motivation; motivation of media; reaction of competitors

*Solutions:* realistic; achievable; affordable; SMART targets (specific, measurable, achievable, realistic, time-related)

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe the functions of marketing and public relations with some appropriate use of subject terminology [IE]	<b>M1</b> explain the functions of marketing and public relations with reference to detailed illustrative examples and with generally correct use of subject terminology	<b>D1</b> comprehensively explain the functions of marketing and public relations with elucidated examples and consistently using subject terminology correctly
<b>P2</b> describe the principal methods and techniques of marketing and public relations with some appropriate use of subject terminology [IE]	<b>M2</b> explain the principal methods and techniques of marketing and public relations with reference to detailed illustrative examples and with generally correct use of subject terminology	<b>D2</b> comprehensively explain the principal methods and techniques of marketing and public relations with elucidated examples and consistently using subject terminology correctly
<b>P3</b> identify marketing or public relations issues with some appropriate use of subject terminology [TW; CT]	<b>M3</b> explain marketing or public relations issues with reference to detailed illustrative examples and with generally correct use of subject terminology	<b>D3</b> critically assess marketing or public relations issues with supporting arguments and elucidated examples and consistently using subject terminology correctly
<b>P4</b> develop conventional solutions as part of a marketing or public relations strategy. [TW; CT]	<b>M4</b> develop imaginative solutions as part of an effective marketing or public relations strategy.	<b>D4</b> develop solutions which show creativity and flair as part of a coherent and effective marketing or public relations strategy.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

## Essential guidance for tutors

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### Delivery

Where possible this unit should be delivered as part of a practical project. As marketing and public relations are very much a part of the cultural environment of the learner it would be advantageous for them to have an early appreciation of the impact marketing can have on public perception. Learners often have difficulty in appreciating their own response to marketing and public relations. However, this could be addressed through comparative case studies of products and institutions within the learner's environment – for example, the relative merits of high profile 'value' products compared to price-driven alternatives. When assessing the unit it is important to recognise that learners should be able to use a range of methods in an appropriate way to analyse and create strategies.

The unit could be covered through a variety of activities in the teaching sessions. There will be a need for lectures, discussion and demonstrations as well as focused case studies and, where possible, visits to relevant companies, agencies and organisations.

If work placements are not readily available, strategies will need to be developed to provide learners with an appropriate vocational context for their studies. This could take the form of industrial projects that are set by industry practitioners (who could have some input into the grading decision), vocationally-focused case studies, research projects that involve discussion with relevant agencies and industry representatives, guest speakers who are working within the industry, or educational visits.

There is potential to link this unit with some of the practical production units. This will enable learners to apply some of the methods and techniques that they have studied to devising plans and strategies for the marketing and promotion of their own media products, or the media products that they are proposing to create.

A live brief for a client or for a designated purpose or product would be an ideal way in which learners could apply their knowledge and skills and produce the evidence required for this unit. This would give them the opportunity to work in a vocational context, presenting their analysis, findings and proposed strategy for marketing and promoting the final product to a client, who can give feedback throughout the process. This client does not have to be an external one from industry, but could be a tutor or other member of staff from within the centre.

If learners work in a group, it is important that individual learners clearly record and document their own contributions to the group project and identify the roles that they have undertaken at each stage.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the teaching and assessment of this unit.

Topics and suggested assignments and activities
Introduction to unit and unit assessment.
Class discussion on why marketing and public relations are needed, looking at examples of current and previous campaigns.
The functions of marketing and public relations.
Fields of function – where marketing and public relations are used.
Introduction to marketing – utilisation, techniques and methods.
Methods of research – practical approaches to research.
Doing SWOT analysis of a product.
Marketing tools and approaches.
Public relations tools and methods.
<b>Assignment 1 – Case Study</b>
Working individually learners must:
<ul style="list-style-type: none"><li>• research the main methods and techniques used in marketing and public relations and produce a short written description of each</li><li>• produce a case study file of an appropriate media marketing or public relations exercise showing how marketing or public relations methods and techniques have been used</li><li>• give a presentation with appropriate audio-visual support on their findings from the case study, discussing the effectiveness of the approach taken by the marketing or public relations team.</li></ul>
Issues requiring marketing solutions – overview.
The notion of 'quality'. How are products or services that have a high quality image promoted, and how is the idea of quality presented to the public.
The difference between price and value.
Group work to compare the promotion of a 'value-driven' product compared to a 'price-driven' product.
Strategies and methods used to approach a marketing or public relations project.
Appropriate use of language. Honesty and selective communications.
Working with SMART targets and methods of tracking the progress of a project.
<b>Assignment 2 – Project</b>
To complete the assignment learners will work in groups to:
<ul style="list-style-type: none"><li>• identify the issues surrounding a marketing or public relations brief and produce a market or public perception analysis using appropriate methods, techniques and research</li><li>• create a profile of the current market perception of the subject of the brief</li><li>• create a target market perception based on the analysis carried out earlier in the assignment</li><li>• produce a presentation in a suitable format describing an appropriate marketing or public relations based campaign to promote the intended market place perception.</li></ul>
Learners will then individually produce a written evaluation of the proposed campaign, taking into account client feedback and suggesting any necessary adjustments.
Unit learning and assessment review.

## Assessment

### Evidence for assessment

Assessment evidence for achievement of learning outcomes 1, 2 and 3 is likely to comprise presentations, essays, reports or case studies that demonstrate the learner's knowledge and understanding of the functions of marketing and public relations and the methods and techniques employed within the industry. This knowledge and understanding should then be applied to specific situations where marketing issues are identified and assessed, and effective and realistic solutions are offered as part of a coherent strategy. The completed strategy will be the basis for assessment of achievement of learning outcome 4.

For learning outcomes 3 and 4, learners can choose to work within the field of either marketing or PR, but can, and where possible should, identify issues and provide solutions that refer to both, depending on the context in which their work is undertaken. The presentation of the identified issues, the solutions and the overall strategy could be by a variety of means, including an oral presentation with visual aids, a written report, or a report in a suitable audio, moving image or interactive medium.

Presentations must be recorded for the purposes of internal and external verification.

For some elements of this unit, and for some learners, a formal viva voce assessment might be appropriate. When more than one learner in a cohort is assessed in this way, care must be taken to ensure that all learners are asked equivalent questions, and that all are given equal opportunities to expand or clarify their answers. Interviewers must also ensure that questions are not phrased in such a way as to provide or suggest an answer. Formal vivas should be recorded for the purposes of internal and external verification and at least 50 per cent of such assessments must be internally verified.

### Application of grading criteria

When applying the grading criteria, tutors should follow the advice given below. Please note that any examples of evidence given here are indicative only. This advice is not exhaustive and the examples need not specifically be included in a learner's work in order for that learner to achieve the exemplified grade.

#### Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will accurately describe the main functions of both marketing and public relations in relation to media industries with some use of appropriate terminology. For example, a learner may describe the process of wording a press release to give a biased or unbalanced review of the facts without using the word 'spin' to describe the process, thereby describing the process with some clarity but without using subject terminology.

P2: learners will describe accurately the main methods and techniques used in both marketing and public relations. For example, learners might describe the main functions of marketing as being market research, advertising and promotion, and PR in terms of managing a positive message, organising events and generating publicity. They will describe the main methods of both primary and secondary research, give a basic description of the marketing mix, describe a range of marketing materials and the terms advertising, sponsorship, endorsements and merchandising. For PR they will describe the different ways in which communication is maintained with the media including press statements, press releases, electronic media packs, briefings and conferences, and the use of interviews, film and picture opportunities to generate and maintain public interest, as well as the importance of networking and maintaining contacts.

P3: issues will be identified in broad, general terms and the learner will approach an issue with some sense of purpose, using the techniques and methods understood through covering learning outcomes 1 and 2. The response is likely to lack depth, and research and other methods will be appropriate but lack detailed application of skills.

P1, P2 and P3: evidence will show a basic understanding of technical terminology but learners will generally be unsure about this vocabulary and will make fairly frequent mistakes when they do use it.

P4: the solutions and the strategy will not fully realise what was intended, but the activity will have at least been purposeful with the result that the outcome will have some shape, some sense of purpose, and will have been achieved through the application of recognised marketing or public relations conventions. In terms of the imaginative qualities of their work, learners will not move beyond the conventional, but the conventions applied will be appropriate.

## **Merit**

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

M1: learners will explain, rather than simply describe, the key functions of marketing and public relations and investigate these functions in relation to appropriate examples. For example the learner will not only describe spin but to explain how it is used to minimise the negative elements and inflate appreciation of positive elements.

M2: learners will explain the main methods and techniques used. That is, they will be able to talk about methods and techniques in such a way as to show how or why they are used. There will be relevant examples given to support what is said, but learners will not elucidate these examples to show how they illustrate the point they support.

M3: learners will demonstrate a sound understanding through the identification and explanation of carefully considered issues. There will be evidence of some discernment of approach and as a minimum an attempt to approach issues via dispassionate analysis.

M1, M2 and M3: learners will use technical vocabulary for the most part correctly, but may make mistakes or be unsure about usage at times.

M4: there will be a clear explanation of realistic solutions that form part of an effective marketing or public relations strategy. Work will be approached methodically and with adequate preparation, and the solutions and strategy will be well worked out and presented neatly. Learners will still be working within recognisable generic conventions of marketing or public relations, but there will be some imaginative thought behind the work so that codes and conventions will be employed with some inventiveness.

## **Distinction**

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

D1: learners will offer a fuller and more extensive explanation of the functions of marketing and public relations, using precise and detailed examples to show the importance of these activities to the media industries.

D2: learners will provide better examples and argument to support points made. They will justify points made using supporting arguments and evidence, and will draw out of an example precisely what it is about it that exemplifies the point it illustrates.

D3: the issues analysed and the solutions and strategy presented will show imagination and ingenuity. The analysis of the issue will be clear, appropriate and demonstrate a clear understanding of the need for an unbiased and realistic approach.

D1, D2 and D3: technical vocabulary will be secure and used correctly and confidently at all times.

D4: relevant conventions will be used with perhaps surprising results. Both the solutions arrived at and their presentation will be approaching a professional standard. That is to say, they will bear comparison with that standard. Use of such devices as SMART targets and other planning and management systems will be evident and the response will be appropriately executed and complete.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1 M1, D1 P2, M2, D2	Assignment 1 – Case Study	Brief to investigate the techniques and methods used in marketing or public relations and apply these to the analysis of an appropriate case study.	<ul style="list-style-type: none"> <li>• Written definition of techniques.</li> <li>• A case study folder of an appropriate campaign.</li> <li>• A case study presentation.</li> </ul>
P3, M3, M4 P4, M4, D4	Assignment 2 – Project	Working to a live brief learners will research and produce an appropriate campaign.	<ul style="list-style-type: none"> <li>• A written profile.</li> <li>• Research materials.</li> <li>• A written proposal.</li> <li>• A client presentation.</li> <li>• An individual review of the campaign.</li> </ul>

### Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
Advertising Production	Advertisement Production for Television
	Commercial Production for Radio
	Corporate and Promotional Programme Production

### Essential resources

Learners will need access to a range of existing marketing and public relations based campaigns.

## Employer engagement and vocational contexts

Where possible centres should develop contacts with local public relations and marketing companies in order to facilitate visits by industry professionals and work placements.

Local charities and businesses could be approached for briefs.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – [www.skillset.org/careers/](http://www.skillset.org/careers/).

Further general information on work-related learning can be found at the following websites:

- [www.aimhighersw.ac.uk/wbl.htm](http://www.aimhighersw.ac.uk/wbl.htm) – work-based learning guidance
- [www.businesslink.gov.uk](http://www.businesslink.gov.uk) – local, regional business links
- [www.nebpn.org](http://www.nebpn.org) – National Education and Business Partnership Network
- [www.vocationallearning.org.uk](http://www.vocationallearning.org.uk) – Learning and Skills Network
- [www.warwick.ac.uk/wie/cei](http://www.warwick.ac.uk/wie/cei) – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

## Indicative reading for learners

### Textbooks

Baylis P, Freedman A, Procter N et al – *BTEC Level 3 National Creative Media Production, Student Book* (Pearson, 2010) ISBN 978-1846906725

Baylis P, Freedman A, Procter N et al – *BTEC Level 3 National Creative Media Production, Teaching Resource Pack* (Pearson, 2010) ISBN 978-1846907371

Bruce B – *Images of Power: How Image Makers Shape Great Leaders* (Kogan Page, 1992) ISBN 978-0749406691

Fill C – *Marketing Communications: Context, Contents and Strategies, 5th Edition* (Prentice Hall, 1999) ISBN 978-0273717225

Groucutt J et al – *Marketing: Essential Principles, New Realities* (Kogan Page, 2004) ISBN 978-0749441142

Meerman Scott D – *The New Rules of Marketing and PR: How to Use News Releases, Blogs, Podcasting, Viral Marketing and Online Media to Reach Buyers Directly* (Wiley and Sons, 2008) 978-047037928

Miller D – 'Promotional Strategies and Media Power' in, Briggs A and Cobley P (editors) – *The Media: An Introduction* (Longman, 1998) ISBN 978-0582423466

Neidle A – *How to Get Into Advertising: A Guide to Careers in Advertising, Media and Marketing Communications, 2nd edition* (Thomson Learning, 2002) ISBN 978-0826457677

Tench R – *Exploring Public Relations* (Financial Times/Prentice Hall, 2006) ISBN 978-0273688891

Theaker A – *The Public Relations Handbook, 3rd Edition* (Routledge, 2008) ISBN 978-0415428026

Wilcox D L – *Public Relations Writing and Media Techniques, 6th Edition* (Pearson, 2009) ISBN 978-0205676903

### Journal

*Campaign*

## Websites

[www.adassoc.org.uk](http://www.adassoc.org.uk) – the Advertising Association is a federation of 31 trade bodies and organisations representing the advertising and promotional marketing industries including advertisers, agencies, media and support services

[www.campaignlive.com](http://www.campaignlive.com) – the online version of Campaign magazine

[www.cim.co.uk](http://www.cim.co.uk) – the Chartered Institute of Marketing is an advisory body on marketing practice and standards

[www.hatads.org.uk](http://www.hatads.org.uk) – the History of Advertising Trust (HAT Archive) was established as an educational research trust to encourage and sponsor the study of all aspects of the growth and development of advertising

[www.ipa.co.uk](http://www.ipa.co.uk) – the Institute of Practitioners in Advertising is the trade body and professional institute for 250 leading agencies in the UK's advertising, media and marketing communications industry, covering the creative, digital, direct marketing, healthcare, media, outdoor, sales promotion, and sponsorship sectors

[www.ipr.org.uk](http://www.ipr.org.uk) – the Chartered Institute of Public Relations (CIPR) is the UK's leading public relations industry professional body

[www.learnmarketing.net](http://www.learnmarketing.net) – Learn Marketing gives users a basic introduction to the subject of marketing

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	planning and carrying out research into the functions, methods and techniques of marketing and public relations carrying out continuing research leading to an effective campaign
<b>Creative thinkers</b>	generating ideas and exploring possibilities when developing a response to a marketing or public service issue suggesting creative solutions to a marketing or public relations issue
<b>Team workers</b>	working together on a marketing or public relations issue to create an effective solution collaborating with others to work towards common goals when developing a presentation taking responsibility for their own contribution to developing a campaign and meeting the needs of the group.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Reflective learners</b>	considering feedback from clients and tutors when developing campaigns reviewing and adapting new approaches to marketing and public relations campaigns.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching background material for a marketing or public relations campaign
Manage information storage to enable efficient retrieval	storing and retrieving information from researched materials
<b>ICT – Find and select information</b>	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring and assessing different information from websites and other internet research sources
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	producing a finished project proposal bringing together a variety of techniques and researched sources into a single refined product using appropriate ICT applications  presenting information in a digital format
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	creating presentations using IT tools creating and maintaining working documents communicating via email or other electronic means with clients and team members
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting own ideas to a group and client, and discussing ideas
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing presentations, reports and support materials for a campaign  producing written work with regard for the conventions of grammar, spelling, style and appropriate content.