Edexcel BTEC Level 3 Certificate in Principles of Marketing (QCF)

Specification

BTEC specialist qualification

First teaching December 2011

PEARSON

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Through initiatives such as onscreen marking and administration, Edexcel is leading the way in using technology to modernise educational assessment and support teachers and learners.

Contents

Purpose of this specification

This specification gives information about:

- the qualification's objective

- any other qualification that a learner must have completed before taking this qualification

- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification

- any units that a learner must have completed before the qualification will be awarded and any optional routes

- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded

- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)

- the method of any assessment and any associated requirements relating to it

- the criteria against which a learner's level of attainment will be measured (such as assessment criteria).

1 Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications from Entry to level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full time or part time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks (previously known as 'Technical Certificates').

There are three sizes of BTEC Specialist qualification in the QCF:

- Award (1 to 12 credits)

- Certificate (13 to 36 credits)

- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time

- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Edexcel BTEC Level 3 Certificate in Principles of Marketing (QCF)
QCF Qualification Number (QN)	600/3576/6
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/12/2011
Age range that the qualification is approved for	16-18 19+
Credit value	19
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	134-158
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see Section 9, Access and Recruitment)

QCF qualification title and Qualification Number

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, QN and URNs are on learners' final certification documentation. Learners need to know this when they are recruited by the centre and registered with Edexcel. Further information about certification is in the *Edexcel Information Manual* on our website (www.edexcel.com/iwantto/Pages/info-manual.aspx)

Objective of the qualification

The Edexcel BTEC Level 3 Certificate in Principles of Marketing (QCF) is for learners who work in, or want to work in, marketing, for example as a marketing executive, market researcher or events management executive.

It gives learners the opportunity to:

- develop knowledge related to marketing, including marketing theory, digital marketing, market research and how to manage stakeholder relationships
- learn about the legal framework in which marketing operates and also about how legislation and personal responsibilities govern behaviour in the workplace
- achieve a nationally-recognised level 3 qualification.

Apprenticeships

The Council for Administration (CfA) has approved this qualification as a knowledge component for the Advanced Apprenticeship in Marketing.

Progression opportunities through Edexcel qualifications

Learners who have achieved the qualification can progress on to the Edexcel Level 3 NVQ Diploma in Marketing. See *Annexe A* for further information.

Industry support and recognition

This qualification is supported by the Council for Administration, the SSC for marketing and other business-related areas.

Relationship with National Occupational Standards

This qualification relates to the National Occupational Standards in Marketing. The mapping document in *Annexe B* shows the links between the units within this qualification and the National Occupational Standards.

3 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.

- Staff involved in the assessment process must have relevant expertise and occupational experience.

- There must be systems in place to ensure the continuing professional development for staff delivering the qualification.

- Centres must have appropriate health and safety policies in place.

4 Qualification structure

Edexcel BTEC Level 3 Certificate in Principles of Marketing (QCF)

The learner will need to meet the requirements outlined in the table below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	19
Number of mandatory credits that must be achieved	13
Number of optional credits that must be achieved	6

Unit	URN	Mandatory units	Level	Credit	GLH
1	T/502/9935	Principles of Marketing and Evaluation	3	7	50
2	F/502/8206	Understanding Legal, Regulatory and Ethical Requirements in Sales or Marketing	2	2	15
3	D/601/7644	Principles of Personal Responsibilities and How to Develop and Evaluate Own Performance at Work	3	4	32
Unit	URN	Optional units	Level	Credit	GLH
4	F/502/9937	Principles of Digital Marketing and Research	3	7	50
5	K/502/9933	Principles of Market Research	3	5	40
6	J/502/9938	Principles of Marketing Stakeholder Relationships	3	3	16
7	F/502/8223	Understanding the Relationship Between Sales and Marketing	3	3	21

5 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated within *Information for tutors*, the centre can decide what form assessment evidence will take (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and maximise the use of practical activities in delivery and assessment.

Opportunities to link the delivery and assessment of units with other units should also be encouraged to avoid over assessment.

Further guidance about internal assessment is on the Edexcel website. See *Section 12: Further information and useful publications* for further details.

6 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, available on the Edexcel website.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification, or awarded by a different awarding organisation, towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve units with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement.

7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Edexcel use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Edexcel quality assurance model will follow one of the processes listed below.

1 Delivery of the qualification as part of a BTEC apprenticeship (single click registration)

   - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions

2 Delivery of the qualification outside the apprenticeship

   - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems

   - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the UK BTEC Quality Assurance Handbook on our website www.edexcel.com.

8 Programme delivery

Centres are free to offer the qualification using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' workplaces

- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector

- giving learners the opportunity to apply their learning in practical activities

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- making full use of the variety of experience of work and life that learners bring to the programme.

9 Access and recruitment

Edexcel's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards

- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in Section 10.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Edexcel's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

- Details on how to make adjustments for learners with protected characteristics are in the policy document *Access arrangements, reasonable adjustments and special considerations*, which is on our website, www.edexcel.com/Policies/

11 Units

Unit format

Units have the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in for example open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources that are needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Edexcel to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

Unit amplification

This section gives further clarification on what a learner needs to know to achieve the assessment criteria. Where brackets are used, they make clear the extent or range of a particular areas of content, while 'egs' are used to give exemplification.

Information for tutors

This section gives tutors information on delivery and assessment. It usually contains the following sub-sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.

- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.

- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Principles of Marketing and Evaluation

Unit reference number: T/502/9935

QCF level: 3

Credit value: 7

Guided learning hours: 50

Unit aim

This unit gives learners an overview of how marketing works and is an introduction to the other units within the qualification.

Learners will find out about how and why markets are segmented. They will also learn about how to assess marketing opportunities. Finally, they will learn about how to develop and then evaluate marketing strategies.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria		Unit amplification
1 Understand the principles of market segmentation	1.1	Explain the importance of defining market segments to the development and achievement of the marketing strategy	☐ To identify best opportunities for market success by targeting correct segment ☐ To allow targeting of segments with different marketing strategies ☐ To enable better focus on target segment through marketing activities eg better targeted communications
	1.2	Explain the difference between market segments and customer classification	☐ Classification as a means of defining target customer characteristics ☐ Segments as groups of customers sharing similar characteristics
	1.3	Explain how the characteristics, motivations and behaviours of potential target customers are identified	☐ Customer information from market research eg attitudes, beliefs, opinions, purchase intentions ☐ Observation of behaviour ☐ Data analysis eg analysis of loyalty card purchases ☐ Intelligence from staff eg feedback relayed via sales staff
	1.4	Explain how to cluster customers with similar characteristics	☐ Similar characteristics such as age, gender, income, location, occupation ☐ Buying behaviour such as purchasing (what customers buy, how frequently, motivation) ☐ Attitudes/opinions/intentions

Learning outcomes	Assessment criteria		Unit amplification
	1.5	Describe how to confirm that proposed segments are real, distinctive, viable and their buying power measurable	☐ Criteria used to validate segments (size, distinctiveness, accessibility, measurability) ☐ Methods used to validate segments eg factor analysis, hierarchical clustering, CHAID analysis
	1.6	Explain how to evaluate the profitability and stability of market segments	☐ Assessing achievable pricing levels and volume of sales likely ☐ Trends in buying of similar products by similar target customers
	1.7	Describe how a range of products may appeal to different market segments	☐ Differentiation on basis of product design/image/features ☐ Effects of branding ☐ Premium/mainstream/budget brands ☐ Appeal based on attitudes/beliefs/opinions/brand values ☐ Appeal based on economic/quality/status orientation
	1.8	Explain the motivators and inhibitors that influence customer behaviour	☐ Motivators eg reference groups, Maslow's hierarchy of needs, self image, previous experience ☐ Inhibitors eg price, negative brand associations, previous experience
	1.9	Explain the use of Customer Relationship Management (CRM)	☐ What CRM is (systematic use of technology to mange interactions with former/current/potential customers) ☐ Benefits eg helps to inform product development, encourages retention of existing customers, provides increased efficiency, provides more consistent service to the customer

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to assess market opportunities for new products and/or services	2.1	Describe the economic and buyer behavioural factors to be taken into account when assessing new market opportunities	□ Behaviour based on orientation (economic, status, quality) □ Economic factors eg state of the economy. impact on individual's purchasing power □ Price sensitivity (elasticity) □ Role of reference groups
		2.2	Describe the cultural factors that are likely to affect customers' perception of products and/or services and sales performance	□ Role of reference groups eg family, friends, peers □ Factors that influence perception eg language, religion, education, aspirations
		2.3	Explain how to identify opportunities and threats in new markets and for new products in existing markets	□ How to use Porter's 5 forces analysis □ How to use a SWOT analysis
		2.4	Explain how competitor and potential competitor activity may affect projected sales performance	□ Price undercutting □ Product development □ Promotional retaliation
		2.5	Explain the basis of recommendations to exploit new market opportunities	□ Size of potential market □ Sustainability of new market □ Accessibility of new market □ Profitability □ Extent to which new market is defendable

Learning outcomes	Assessment criteria		Unit amplification
3 Understand the principles of marketing strategy development	3.1	Describe the topics to be addressed in a marketing strategy	□ How the marketing strategy fits within corporate strategy □ Objectives for each element of the marketing mix □ Market-product development eg Ansoff matrix □ Overall strategy eg Porter's generic strategies of cost leadership, differentiation and focus
	3.2	Explain the use of market analyses to inform the development of a marketing strategy	□ Marketing audit (internal and external) □ SWOT analysis □ PESTEL analysis □ Porter's 5 forces analysis □ Portfolio analysis (BCG matrix)
	3.3	Explain how to evaluate risks to the achievement of objectives	□ Risk rating based on likelihood versus risk rating based on impact □ Risk-rating systems eg risk matrixes
	3.4	Describe how to forecast sales by product and/or service	□ Projection of past sales to identify trends □ Qualitative data to inform forecast regarding behavioural factors (purchase intention, attitudes to existing/proposed product/service) □ Analysis of sales performance of similar products/services

Learning outcomes	Assessment criteria		Unit amplification	
	3.5	Explain how to present a marketing strategy including aims, objectives, actions, accountabilities, resources, budgets and forecasts	☐	Aims (overall direction of strategy)
			☐	Objectives (specific shorter-term outcomes linked to overall corporate strategy)
			☐	Actions (how objectives will be achieved)
			☐	Accountabilities (who is responsible for what)
			☐	Resources (human, materials, equipment, time)
			☐	Budgets (financial resources)
			☐	Forecasts (planned performance using indicators to be measured against actual performance)
	3.6	Explain the importance of engaging stakeholders in the development of a marketing strategy	☐	Different internal stakeholders that might be engaged eg operations/production department, finance, customer services, IT, HR
			☐	Value of engaging with these stakeholders (by making use of their expertise, by ensuring buy-in across the organisation)
	3.7	Explain the significance of customer loyalty to the achievement of marketing objectives and strategy	☐	Objectives informed by understanding behaviour of loyal customers
			☐	Reliance of strategy implementation on maintaining customer base

Learning outcomes	Assessment criteria		Unit amplification
	3.8	Explain how to set performance indicators and evaluation arrangements that are capable of measuring returns on investment	☐ Identifying critical success factors based on objectives that set out what must be done for the strategy to be successful
			☐ Importance of setting Key Performance Indicators that relate clearly to the marketing objectives and provide useful data
			☐ Aspects of marketing performance that can be measured eg customer satisfaction, brand health, volumes of enquiries or sales
			☐ Measuring actual performance against planned objectives, including returns on investment using appraisal methods eg payback, average rate of return, net present value
4 Understand how to evaluate the effectiveness of a marketing strategy	4.1	Explain the importance of conducting the evaluation in accordance with the specification	☐ To judge how successful the strategy has been
			☐ To allow effective evaluation which can inform future strategy
	4.2	Describe the factors to be taken into account in the evaluation of the effectiveness of a marketing strategy	☐ Original objectives for the strategy
			☐ Relative importance of the different objectives
			☐ What performance measures have been chosen
			☐ How the marketing strategy relates to overall corporate strategy

Learning outcomes	Assessment criteria		Unit amplification
	4.3	Explain the strengths and weaknesses of different evaluation methods	☐ Financial methods such as sales/profit figures (easy to calculate but can be crude and so hide underlying problems)
			☐ Customer feedback (can give valid findings, but it can be difficult to analyse qualitative data)
			☐ Measuring response rates such as volume of enquiries generated from promotions/adverts or website 'hits' (easy to analyse data, but data may be onerous to collect and may not convert into sales)
	4.4	Describe how to identify trends and themes from evaluation data	☐ Use of longitudinal studies to identify trends from time series data
			☐ Use of cross-sectional studies to look at similar/parallel markets
			☐ Use of environmental scanning to identify external factors that can aid evaluation eg PESTEL analysis
	4.5	Explain how to ensure the reliability and validity of evaluation data	☐ How to ensure validity eg by using collection/analysis methods that are appropriate to the type of data, by using methods that are appropriate for the objectives that are being evaluated, by using mix of data collection methods
			☐ How to ensure reliability of data eg careful design of measurement instruments before use, data cleansing after data is collected, methods to check data for consistency

Learning outcomes	Assessment criteria		Unit amplification	
	4.6	Explain how to achieve an acceptable level of statistical confidence	□	Concept of 'confidence level' as a measure of how representative the data is
			□	Concept of 'confidence interval' as margin of error in responses
			□	Impact of sample size on confidence intervals (increase in sample size results in decreased confidence interval)
			□	Impact of sample size on confidence level (increase in sample size results in higher confidence level)
	4.7	Explain how to address critical issues revealed by evaluation	□	Decisions about amending marketing strategy with reference to the 4Ps or 7Ps
			□	Assessing risks and benefits of making each decision
	4.8	Explain the importance of justifying recommendations and conclusions with evidence	□	To avoid opinion-based 'hunches'
			□	To support negotiation for resources eg financial, staff
			□	To legitimise actions taken as a result of strategy implementation
	4.9	Explain the use of impact analysis in the evaluation process	□	To identify potential impacts on other areas of business
			□	To identify potential resource issues from within the organisation
			□	To provide a fuller picture of where indirect consequences might arise

Learning outcomes	Assessment criteria		Unit amplification
	4.10	Explain the importance of marketing to the achievement of business objectives and strategies	☐ Marketing strategies are derived from overall business strategies ☐ Marketing objectives impact on other business objectives eg financial, production, operations, human resources ☐ Marketing strategies support achievement of business strategies and objectives ☐ Risk of failure in business strategy if marketing strategy fails
	4.11	Describe the links between corporate social responsibility (CSR) and marketing strategies	☐ Increasing demand from the market for socially-responsible behaviour ☐ CSR as a way of enhancing corporate image ☐ Importance of using marketing strategy to contribute to overall CSR goals of organisation ☐ Importance of using marketing activities to raise awareness among consumers, staff and other stakeholders of CSR activities

Information for tutors

Delivery

This unit will develop learners' understanding of general marketing theory and some key management techniques to support marketing strategy and activities.

This unit is substantial, with a large amount of content, so it is important to appreciate the interrelated nature of its content, which should be reflected in how it is delivered.

Delivery will preferably include liberal use of case studies or real life examples of marketing and marketing management, depending on the availability and context of the requisite resources.

For assessment criterion 4.1, 'the original specification' should be interpreted as meaning why it is important to judge the success of the strategy with reference to its original objectives.

This unit has links to other units. For example, learning outcome 4 overlaps with learning outcome 4 from *Unit 5: Principles of Market Research*.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Assessment evidence can be covered in one integrated report, based one or more specific businesses. Alternatively the learning outcomes may be covered in separate pieces of work. For example, learning outcomes 1 and 2 could be covered in a report on a real business, while learning outcomes 3 and 4 could be scenario-based to allow full coverage, for example asking the learner to give advice to a business.

Learning outcomes 1 and 2

These learning outcomes can to some extent be integrated so that 1.1, 1.2, 1.3, 1.4, 1.7 and 1.8 could be covered in a report based on how a business segments and defines its target market (1.1, 1.2) and which customer characteristics learners consider to be relevant in doing so. Learners must include at least one characteristic, one motivation and one example of consumer behaviour that would define the organisation's target customer (1.3, 1.4).

The report needs to include an analysis of how marketing effort is targeted at a specific segment and how the company uses information about customer motivations and inhibitors to do this (1.8). This must also discuss differentiation and branding within this process (1.7). It must also cover the role and implementation of customer relationship management in the chosen business (1.9). The report also needs to contain a discussion on how the viability of a segment can be assessed (1.5 and 1.6).

Learning outcome 2

This could use the same business example to describe and analyse the external factors that need to be taken into account when devising marketing strategies for new potential markets.

The report must include at least three buyer behaviours and one economic factor (2.1) and 2 cultural factors (2.2).

An environmental analysis, using at least a 5 forces and a SWOT analysis, must be included and developed to assess new market opportunities and how the business might respond through marketing strategies (2.3, 2.4, 2.5). This can also be used to cover assessment criteria 3.1 and 3.2, but they would need to include the additional models and concepts specified.

Learning outcomes 3 and 4

If access to an appropriate business is available, these learning outcomes could be used to explain the marketing strategy and system for evaluation of a real company. If not, they could be covered using a fictitious, scenario-based business for which a marketing strategy and management plan could be designed.

The marketing strategy chosen must include a discussion of the role of key stakeholders (from those listed in 3.6) and focus on customer relationship building (3.7 and 4.11). This would also be an appropriate point at which to address 4.10 to explain how marketing strategy relates to longer-term corporate strategy.

Assessment criteria 3.3, 3.4 and 3.5 must incorporate all the bullet points listed in the *Unit Amplification* to give a full picture of the wider implications of strategy implementation. Assessment criterion 3.8 needs to be addressed using at least one method of performance measurement and one of investment appraisal.

How data is used to identify trends, and hence opportunities, could be covered here (4.4), including a discussion on the factors to be aware of when devising strategies based data in terms of reliability and validity.

Monitoring and control is covered in learning outcome 4, so the management plan could be continued with a discussion of how the performance of a marketing strategy can be evaluated. For 4.1, the importance of evaluating any plans needs to be covered with particular reference to marketing.

An explanation of the practical aspects of monitoring and evaluation must include specific criteria according to the focus of the marketing strategy for example increased sales, new product development, awareness of brand (4.2). Similarly, the choice of evaluation method (4.3) must be justified in order to show a recognition of strengths and weaknesses of different methods.

For assessment criteria 4.6, 4.7, 4.8 and 4.9, the use of market research information and factors which need to be taken into account should be explained in terms of ensuring the quality of data, the soundness of conclusions and the impact of recommendations. This needs to include a discussion of actions that can be taken to ensure the best quality decisions can be made within the limits of the available resources.

Indicative resource materials

Textbooks

Blythe J – *Essentials of Marketing* (Financial Times/Prentice Hall, 2005) ISBN 0273693581

Brassington F and Pettitt S – *Principles of Marketing* (Financial Times/Prentice Hall, 2007) ISBN 0273657917

Websites

www.marketingteacher.com   Teaching resources on marketing.

Unit 2: Understanding Legal, Regulatory and Ethical Requirements in Sales or Marketing

Unit reference number: F/502/8206

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

This unit is about understanding an organisation's procedures for dealing with legal, regulatory and ethical requirements relating to sales or marketing, and the legal, regulatory and ethical limits of the role.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	Unit amplification
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	☐ Sources of information on organisational procedures eg staff handbook ☐ Relevant factors to bear in mind (who to raise concerns with, methods for raising concerns, whether procedures vary depending on nature and seriousness of concerns)
		1.2 Explain the scope of legal, regulatory and ethical requirements in sales or marketing	☐ Scope internally (in dealings with colleagues) ☐ Scope externally (in dealings with clients, customers, suppliers, others such as industry regulators)
		1.3 Explain how the legal, regulatory and ethical requirements relate to the business of selling or marketing	☐ Legal requirement to treat customers fairly ☐ Sales and marketing activities impacted on in relation to dealings with customers (terms within contracts, sales techniques, organisations' use of customer data, information provided by organisations about products and services when marketing them, information provided to customers during distance selling, unfair practices)
		1.4 Describe internal and external sources of information on legal, regulatory and ethical requirements	☐ Internal sources eg employee handbook, organisational policies and procedures, line manager, human resources ☐ External sources eg government bodies, industry regulators, industry codes of practice, trade associations, specialist companies

Learning outcomes		Assessment criteria		Unit amplification
		1.5	Explain how an 'ethical approach' affects organisations in the sales or marketing environment	☐ How being seen to be ethical can improve image and increase business
				☐ Role of marketing in answering ethical questions in relation to a product or service eg who was involved in producing it, where it was produced, what resources were used, what environmental impact it has
		1.6	Explain the importance of contract law in sales	☐ Relevant features that must be present for a sales contract to exist (an offer, an acceptance, consideration)
				☐ What can invalidate a sales contract (misrepresentation, duress used by salesperson, unfair contract terms, incapacity of person accepting a contract, mistakes in the contract, failure to carry out terms contained in the contract)
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	☐ E-Commerce Regulations and their impact on email marketing
				☐ Consumer Protection From Unfair Trading Regulations and their impact on marketing
				☐ Data protection legislation and its impact on how organisations hold data on customers
				☐ The Equality Act and its impact on advertising (need to avoid unfavourable treatment of people based on a protected characteristic)
				☐ Copyright legislation and its impact on the creation of marketing materials
				☐ Impact of any codes of practice relevant to the sector eg pharmaceutical, telecommunications

Learning outcomes	Assessment criteria		Unit amplification	
	2.2	Describe the potential consequences of not complying with legal, regulatory or ethical requirements	☐	For an individual (disciplinary action, legal action)
			☐	For an organisation (legal action, damage to staff morale, damage to reputation, lost business)
	2.3	Explain the importance of working within the limits of the role, responsibilities and authority	☐	Positive reasons eg to ensure organisational procedures are complied with, to ensure decisions are taken by people appropriately qualified to make them
			☐	To avoid negative repercussions of exceeding limits of authority eg negative consequences for organisation, effect on working relationships, possible disciplinary action
	2.4	Explain the process for reporting legal, regulatory and ethical concerns	☐	A typical reporting process eg (1) concern reported (2) issue investigated (3) action taken if appropriate
	2.5	Explain the importance of clarity of communication with the customer to ensure common understanding of agreements and expectations	☐	Centrality of clear communication in managing customer expectations
			☐	Importance of avoiding misleading marketing (to comply with sales regulations, to avoid the risk of invalidating agreements)
			☐	Importance of providing clear information to comply with relevant legislation eg Distance Selling Regulations

Information for tutors

Delivery

The delivery of this unit should be contextualised using real examples. It could focus on a single organisation or sector that is relevant to the needs and interests of learners, as long as it provides scope to cover the learning outcomes. It would be preferable, however, if delivery (in contrast to assessment) could use a range of examples drawn from different sectors.

There is considerable overlap between learning outcome 1 and learning outcome 2 and the most effective approach would be to treat them holistically. So for example, it would be best to cover procedures for raising legal, regulatory and ethical concerns (1.1) together with the process for reporting legal, regulatory and ethical concerns (2.4). Similarly, it would make sense to deliver 1.2, 1.3, 1.6, 2.1, 2.2 and 2.5 together as they all relate to the scope and impact of legal, regulatory and ethical concerns.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

As with delivery, it would make sense to look for ways of grouping assessment criteria together so that learners can deal with several assessment criteria simultaneously.

For each assessment criterion in learning outcomes 1 and 2, evidence should focus on a single organisation. If for some reason the organisation chosen does not provide sufficient scope for the learner to meet all the assessment criteria, then a different organisation could be used where required.

For both learning outcomes, evidence could be presented as a report or handbook, written to provide guidance to new staff on these matters. Other approaches could also be used, but where possible the number of pieces of assessment evidence should be kept to a minimum to ensure that learning and assessment is coherent.

The organisation chosen will dictate the extent and nature of some of the assessment evidence produced, for example in relation to the processes and procedures for reporting concerns (1.1 and 2.4). With assessment criteria 1.6 and 2.1, learners should make clear which of the *Unit Amplification* is relevant to the organisation. If a bullet point is thought not to be relevant (for example if there are no e-commerce activities), learners must cover it in some other way. For example, they could present a brief report on the implications for the organisation of moving into a different area of business.

Indicative resource materials

Website

www.businesslink.gov.uk   Information and advice on business, including legal issues.

Unit 3: Principles of Personal Responsibilities and How to Develop and Evaluate own Performance at Work

Unit reference number: D/601/7644

QCF level: 3

Credit value: 4

Guided learning hours: 32

Unit aim

The aim of this unit is to develop learners' understanding of a range of topics connected to working in a business environment. A large part of this unit deals with employment rights and responsibilities, and health and safety. Learners will also explore several topics that are critical in any workplace, including: effective communication; performance management; and how to deal with problems.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the employment rights and responsibilities of the employee and employer and their purpose	1.1	Identify the main points of contracts of employment and their purpose	☐ Main points in statement (employer's name, job title, when employment began, pay, working hours, holidays, sickness, notice period) ☐ Purpose (is contractual agreement between employer and employee, sets out duties and conditions clearly, cuts out disputes at a later date)
		1.2	Outline the main points of legislation affecting employers and employees and their purpose, including anti-discrimination and entitlement legislation	☐ Right to have a minimum statement of employment terms ☐ Prohibition of unfair treatment in workplace for people with 'protected characteristics' under Equality Act 2010 ☐ Pay rights (minimum wage, sick pay, redundancy pay) ☐ Right to paid time off (holiday, maternity/paternity/adoption leave) ☐ Right to minimum notice periods ☐ Right not to have to work more than 48 hours a week, unless opting out ☐ Protection from unfair dismissal ☐ Right to request flexible working
		1.3	Identify where to find information on employment rights and responsibilities both internally and externally	☐ Internal (organisation manual/handbook, HR, trade union representative) ☐ External eg Business Link, Citizens Advice Bureau, DirectGov, trade unions

Learning outcomes	Assessment criteria	Unit amplification
	1.4 Explain the purpose and functions of representative bodies that support employees	☐ Role of trade unions and staff associations eg to protect interests of employees, to negotiate with management, to provide legal assistance ☐ Role of professional bodies eg to provide legal advice, access to information and training, support in career development
	1.5 Explain employer and employee responsibilities for equality and diversity in a business environment	☐ Employer responsibilities (to comply with equal opportunities legislation, to ensure staff follow anti-discrimination policies, to have grievance procedures available) ☐ Employee responsibilities (to comply with legislation and organisational policies, to report problems, to treat colleagues with respect)
	1.6 Explain the benefits of making sure equality and diversity procedures are followed in a business environment	☐ Increased employee satisfaction, leading to better performance ☐ Allowing the employer to attract and retain the best talent ☐ Allowing the employer to make use of its diverse workforce to understand customers and win new business ☐ Reducing risk of discrimination claims, costs and bad publicity
2 Understand the purpose of health, safety and security procedures in a business environment	2.1 Explain employer and employee responsibilities for health, safety and security in a business environment	☐ Employer responsibilities (to make the workplace safe, to minimise health risks, to provide employees with relevant training and equipment, to have in place health/safety/emergency facilities and procedures) ☐ Employee responsibilities (to take care of own and others' health and safety, to follow employer's health and safety procedures, to report accidents and hazards)

Learning outcomes	Assessment criteria		Unit amplification
	2.2	Explain the purpose of following health, safety and security procedures in a business environment	□ To comply with legislation □ To maintain welfare of self, colleagues and customers □ To avoid possible repercussions for business of failure to comply eg prosecution, litigation, disruption and lost productivity, security breaches
3 Understand how to manage own work	3.1	Explain the reasons for planning and prioritising own work	□ Reasons for planning eg to allow for better monitoring of progress by self and others, to meet deadlines, to help break up larger tasks into manageable chunks □ Reasons for prioritisation eg to focus on most important tasks, to make efficient use of time
	3.2	Identify ways of planning and prioritising own work	□ Approaches to task prioritisation eg urgency versus importance □ Basic task planning systems eg calendars, to-do lists □ Project-planning tools eg flow charts, Gantt charts
	3.3	Explain the purpose of keeping other people informed about progress	□ Purposes eg to allow progress to be monitored, to motivate self and help avoid procrastination, to ensure problems can be identified and rectified before it is too late
	3.4	Describe methods of dealing with pressure in a business environment	□ Organisation skills eg keeping on top of work, planning and prioritisation □ Interpersonal skills eg negotiating deadlines, not being afraid to seek help, delegation

Learning outcomes	Assessment criteria		Unit amplification
4 Understand how to evaluate and improve own performance in a business environment	4.1	Explain the purpose of continuously evaluating and improving own performance in a business environment	□ To fulfil own responsibilities and meet needs of the organisation □ To identify own training needs □ To develop own knowledge/skills and maintain personal satisfaction □ To increase chances of job retention and career development
	4.2	Describe ways of evaluating and improving own performance in a business environment	□ Performance management (SMART objectives, appraisals, development plans) □ Formal and informal training at or outside workplace □ Learning from colleagues eg informal learning from line manager/colleagues, coaching and mentoring, work shadowing
	4.3	Explain the purpose of encouraging and accepting feedback from others	□ Informal sources of feedback eg line manager, colleagues, customers □ Formal sources of feedback eg appraisals, performance reviews □ Purpose of encouraging and accepting feedback eg can help identify aspects of performance to improve, can motivate when feedback is positive
	4.4	Explain different types of career pathways and roles available	□ Typical career pathways in marketing eg market research, advertising, e-marketing, brand management, direct marketing, public relations

Learning outcomes		Assessment criteria		Unit amplification
5	Understand the types of problems that may occur with own work and how to deal with them	5.1	Describe the types of problems that may occur with own work	□ Problems with tasks eg insufficient time/resources, lack of necessary skills, excessive workload, technology problems □ Problems with working environment eg distractions, noise □ Problems with people eg differing communication styles, personality clashes
		5.2	Explain ways of dealing with problems that may occur with own work	□ Problems with tasks eg talking to line manager, re-prioritisation of tasks, re-negotiation of deadlines, training □ Problems with working environment or people eg learning to deal with noise and distractions □ Problems with people eg seeking help from line manager or human resources, following organisational procedures
		5.3	Explain how and when to refer problems to relevant colleagues	□ Recognising when problem has sufficiently negative impact on self or work that it should be referred □ Recognising which colleagues can help with which problems □ Knowing which problems should be reported and organisational reporting procedures
6	Understand the decision making process	6.1	Explain key stages in the decision-making process	□ A decision making model: (1) define the issue (2) gather relevant facts (3) identify options (4) choose best option □ 'Pros and cons' decision making when considering alternative options

Learning outcomes	Assessment criteria	Unit amplification
	6.2 Explain the purpose of not exceeding own limits of authority in making decisions	□ Positive reasons eg to ensure organisational procedures are complied with, to ensure decisions are taken by people appropriately qualified to make them □ To avoid negative repercussions of exceeding limits of authority eg negative consequences for organisation, effect on working relationships, possible disciplinary action

Information for tutors

Delivery

In learning outcomes 1 and 2, learners do not need to be taught the names and dates of key legislation, only how the legislation affects them. It would be beneficial for learners to see examples of contracts, handbooks and policies if available.

There are also opportunities to link delivery of learning outcomes 3, 4, 5 and 6 to take advantage of the overlap in content between them. There are opportunities for learners to apply their knowledge, for example through practical planning and prioritisation activities (assessment criterion 3.2) and in applying the principles of performance management (assessment criterion 4.2).

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

For all assessment criteria, evidence could be in writing. Alternatively, evidence could be collected orally in response to questions, with the assessor noting down learners' answers. It may be possible to assess the unit through professional discussion, with a signed witness statement. Evidence could be based on scenarios such as staff induction or staff training. If this method is used then the assessor should ensure that the signed statement includes sufficient detail to support the assessment decisions for all the criteria assessed in this way.

Learning outcome 1

For learning outcome 1 learners should not just simply list different legislation, procedures and representative bodies, but should relate them to a specific organisation to put them in context.

To meet 1.1, learners must identify four main points from a contract of employment and the overall purpose of this document.

For 1.2, learners must outline at least four main points of the legislation.

To meet 1.3, learners must identify at least two internal and two external sources of information.

For 1.4 learners must explain the purpose and functions of at least one representative body.

To meet 1.5, learners must give at least two employer responsibilities and two employee responsibilities in relation to equality and diversity.

For 1.6, learners must relate the benefits to an organisation, using information provided by the tutor or that they have researched themselves.

Learning outcome 2

It is recommended that assessment criteria for learning outcome 2 are integrated, with learners relating the evidence to a specific organisation and job role that they have researched.

To meet 2.1, learners should not reproduce large chunks of health, safety and security information verbatim from company handbooks, but they must explain at least two employer responsibilities and two employee responsibilities.

For 2.2, learners must explain the purpose of following at least one health and safety procedure and at least one security procedure (as identified in assessment criterion 2.3). This must include reference to the possible repercussions of not following the procedures.

Learning outcomes 3, 4, 5 and 6

When assessing learning outcomes 3, 4, 5 and 6, tutors should look for ways of assessing criteria holistically. For example, assessment criteria 3.1, 3.2 and 6.1 can easily be assessed together, as could 3.4, 5.1, 5.2 and 5.3.

Learners could draw on their own experiences or they could interview people working in suitable roles. In all cases, they should contextualise their assignment to relate to particular job roles and organisations. In all cases, learners are not restricted to the information supplied in the *Unit Amplification*.

To meet 3.1, learners must explain at least one reason for planning and one for prioritisation. The methods in 3.2 cannot be distinctly divided into planning and prioritisation, and so any two methods can be identified. Learners must explain at least two purposes in 3.3 and at least two methods in 3.4.

To meet 4.1, learners must explain at least one purpose of continuously evaluating and improving own performance at work. For 4.2, learners must describe at least three ways of improving performance. For 4.3, any one purpose will be sufficient. For criterion 4.4, learners must identify at least three broad career pathways in marketing, preferably those that interest them most.

To cover 5.1 and 5.2, learners must deal with at least one problem in each of the three categories. To meet 5.3, learners could either show how they would deal with a particular problem or demonstrate that they understand the underlying principles involved in deciding how to deal with any workplace problem.

For 6.1, learners should show an understanding of both the decision-making sequence and also the pros/cons approach which can be used when faced with two courses of action. For 6.2, they should explain the purpose of not exceeding authority limits with reference to 'positive reasons' and to the avoidance of negative consequences.

Unit 4: Principles of Digital Marketing and Research

Unit reference number: **F/502/9937**

QCF level: **3**

Credit value: **7**

Guided learning hours: **50**

Unit aim

This unit gives learners an overview of digital marketing. They will find out about the role of digital marketing, search engine optimisation and how digital marketing devices and technology are used.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the role and requirements of digital marketing	1.1	Explain the role of digital marketing within the overall marketing strategy	☐ Commonly used digital marketing devices (company websites and online advertising, email marketing, social media, mobile phone marketing) ☐ Role of digital marketing to either lead a marketing strategy (primary use of digital marketing) or to support marketing strategy (supplementary use of digital marketing)
		1.2	Explain the strengths and weaknesses of digital marketing for different marketing applications	☐ Strengths compared with traditional non-digital marketing methods eg immediacy, may provide better opportunities for interaction, responses can be measured easily, perceived to be more modern, better for reaching a younger demographic, can be cheaper, can have greater reach ☐ Weaknesses compared with traditional non-digital marketing methods eg may not reach target audience, may not be appropriate for the business or product, possible technology costs
		1.3	Explain the importance of targeted digital marketing	☐ Effects on customers if targeted correctly (to drive traffic to product or website, to make sales) ☐ Effects on recipients if targeted wrongly (cost, negative responses, opportunities created for competitors) ☐ Importance of using the right media to reach target market

Learning outcomes	Assessment criteria		Unit amplification
	1.4	Describe the sources of data lists for use in targeting customers and potential customers	☐ How to develop lists from own resources eg based on customer records/enquiries, responses to promotions, primary market research
			☐ Use of permission marketing in the development of customer lists
			☐ Sources of bought-in lists from eg marketing organisations with a similar customer profile, market research organisations, list brokers
	1.5	Explain the legal requirements and implications of digital marketing	☐ Current legislation relating to privacy, consumer protection, content of digital marketing material, diversity, copyright
			☐ How to keep digital marketing activity within the constraints of legislation (having an awareness of constraints, checking material before it goes live, monitoring during campaign, ensuring secure systems for managing customer data)
	1.6	Describe the design requirements of data capture and reporting systems for digital marketing	☐ Design requirements eg accuracy, reliability, cost effectiveness, fitness for purpose including management information requirements
	1.7	Explain the importance of evaluating the impact of digital marketing activities	☐ Ways in which impact can be evaluated eg has it met aims and objectives, did it work, did it achieve what was planned, were there any unforeseen benefits or problems
			☐ Importance of evaluating impact, eg to assess how effective the current strategy is, to allow the strategy to be adapted if necessary

Learning outcomes	Assessment criteria		Unit amplification
2 Understand the principles of search engine optimisation (SEO)	2.1	Explain the importance of search engine optimisation	□ Importance eg to improve visibility, to increase web traffic, for competitive advantage
	2.2	Describe how to calculate the cost-efficiency of SEO	□ By comparing cost of SEO with the value of sales generated
	2.3	Explain the use of meta tags, website codes and keywords	□ Use of meta tags to provide additional information about a web page, including website title, website description, website keywords
			□ The role of generic terms and keywords, and specific terms and keywords that target your business
			□ Choosing targeted keywords and their placement on web pages
	2.4	Explain the use of offsite SEO in optimising marketing effectiveness	□ Creating incoming links to your website from other sites eg via distribution of articles and press releases, web directory submissions, blog commenting, social network bookmarking
	2.5	Explain the design principles of response systems	□ Meeting the needs of the business in terms of collecting responses eg that contain sufficient customer information, that can be handled in accordance with current legislation, that can be managed within current resources
			□ Meeting customer needs in terms of technological requirements and by allowing them to respond with a minimum of effort
			□ Meeting customer needs by allowing them to get the results they want eg to sign up to a new service, to express an interest, to request further information, to opt out of further communication

Learning outcomes	Assessment criteria		Unit amplification
	2.6	Explain the advantages and disadvantages of links to other websites	☐ Advantages of having links to other websites eg customers can find it useful, builds relationships with other websites, can lead to reciprocal links and thereby improve search engine rankings
			☐ Disadvantages of having links to other websites eg takes traffic away from your website, resource implications of needing to vet websites for inappropriate content and keep links updated
3 Understand the principles of marketing research using the internet	3.1	Explain the scope for customising search-related internet facilities to enable the identification and retrieval of targeted information	☐ Using customised search engines to improve the relevance of internet searches
			☐ Specifying and pre-selecting sites for use in custom search engines
	3.2	Explain the advantages and disadvantages of different data mining techniques	☐ Data-mining techniques eg cluster detection, segmentation, affinity analysis, market basket analysis, link analysis
			☐ Advantages and disadvantages of different data mining techniques eg flexibility, relevance to market/business/product, reliability
	3.3	Explain how to use multiple-table relational databases	☐ To analyse business eg in terms of sales patterns and trends, identifying purchasing combinations for cross-selling opportunities, identifying opportunities for upselling
			☐ To analyse customers eg by grouping based on common behaviour patterns, by analysing spend, by analysing frequency of purchase, by linking purchasing patterns across tables
			☐ To analyse customer behaviour eg in terms of how they navigate the website, to identify selling opportunities, to identify any weaknesses in the website

Learning outcomes	Assessment criteria		Unit amplification
		3.4	Explain how to ensure the validity and reliability of information retrieved from the internet	☐ By checking currency of information ☐ By assessing how trustworthy the source is ☐ By assessing if information is based on fact or opinions ☐ By assessing validity and reliability of any data reported eg appropriateness of data collection/analysis methods
4	Understand the principles of digital marketing device and message design	4.1	Explain the potential uses of a Customer Relationship Management (CRM) system	☐ Relationship marketing as a way of maintaining and building long-term relationships with customers ☐ CRM systems in practice eg loyalty cards as a way of encouraging repeat custom ☐ CRM systems as a way of gathering marketing information ☐ Using CRM systems to develop marketing strategies and encourage brand loyalty
		4.2	Explain the design requirements of a CRM system	☐ Customer details eg name, address, contact details, ☐ Customer history such eg what they buy, when they buy, response to promotion, communication ☐ System requirements eg flexibility, ease of data input, access, security
		4.3	Describe the characteristics of an effective digital marketing device	☐ Digital marketing devices eg websites, email systems, SMS, social media ☐ Effectiveness (effect on customers, ability to communicate message, interoperability, cost)
		4.4	Describe the characteristics of an effective digital response system	☐ Digital response systems eg embedded links in emails, website registration systems, SMS short codes, quick response (QR) codes ☐ Effectiveness (effect on customers, ability to communicate message, interoperability, cost)

Learning outcomes	Assessment criteria		Unit amplification
	4.5	Explain the requirements, advantages and disadvantages of different tracking systems	☐ Requirements eg ease of use, accuracy, being unobtrusive, staying legal
			☐ Advantages of using cookies eg are sent automatically, improve customer experience by remembering preferences
			☐ Disadvantages of using cookies eg some users have privacy concerns, if blocked then website functionality may be reduced, can be used for security attacks
			☐ Advantages of a website log-in system eg works even if cookies disabled, useful for storing personal data securely
			☐ Disadvantages of a website log-in system eg requires effort from customers and so might be off putting
	4.6	Explain how to overcome the barriers posed by non-interoperable technologies	☐ By designing/producing separate marketing devices/messages for each technological platform
			☐ By using only the most popular technological platform

Learning outcomes	Assessment criteria		Unit amplification
5 Understand how to use digital technology for marketing purposes	5.1	Explain the implications for the use of digital technology of campaigns that are aimed at retention, acquisition and conversion	☐ Implications of campaigns focused on retention eg regular communication, using rewards and special offers, use of opt-in emails, use of 'keep me signed in' for visitors to website, offering reminder service for customers who forget their ID or password
			☐ Implications of campaigns focused on acquisition eg use of social networking to drive traffic to a website, search engine optimisation
			☐ Implications of campaigns focused on conversion eg simplifying the process of buying and making payments, removing the need for keying-in details for each order by using log-in to store and recover customer details securely
			☐ Using the right digital technology for the market, making the message relevant to the recipient, achieving a balance between being annoying and informative, the ability of the campaign to achieve its aim
	5.2	Explain methods of managing digital databases including permission marketing and the application of suppressions/opt-outs	☐ Different categories of customer preferences for permission marketing (opt-ins, opt-outs, soft opt-ins)
			☐ Importance of using a database that can record customer preferences
			☐ Definition of 'suppression' (a system of matching consumer records against industry data files to remove those who cannot or will not respond)
			☐ When suppressions are used, eg deceased customers, customers who have opted out, customers who have moved address

Learning outcomes	Assessment criteria		Unit amplification
	5.3	Explain the advantages and disadvantages of different digital technologies and combination of technologies for a range of marketing applications	☐ Digital technologies eg websites, social media, email, mobile phones
			☐ Marketing applications such as advertising, public relations, branding, selling
			☐ Advantages and disadvantages of different digital technologies eg flexibility, how effectively different technologies can access actual/potential customers, opportunity for customers to respond to messages on the different digital technologies, cost of developing digital messages for different digital technologies

Information for tutors

Delivery

Most learners will have already had access to computers, mobile phones and the internet, and so they will also have been on the receiving end of a range of digital marketing. Tutors can make use of this experience when delivering this unit.

The learning outcomes for this unit are all based on understanding, which means that purely theory-based delivery could be used, but it will be more interesting for learners and result in better understanding if there are practical activities and access to digital marketing in action. This is particularly relevant for learning outcome 2, concerning the use of search engine optimisation (SEO) and learning outcome 5, the use digital technology for marketing purposes. It will add value to their experience if learners can visit organisations which are actively engaged in the use of digital technology for their marketing. Centres could also try and arrange for visiting speakers from relevant organisations. This will give learners an opportunity to ask questions about the use of digital technology in a marketing context, about the advantages and disadvantages of SEO and so on.

When teaching assessment criterion 2.5, it should be noted that the content does not relate specifically to search engine optimisation. It relates instead to the types of digital response system mentioned in the *Unit Amplification* for 4.4. Similarly, despite the reference in learning outcome 3 to 'the internet'. assessment criteria 3.2 and 3.3 should in fact be interpreted more broadly in terms of data handling.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

For all the assessment criteria, evidence could be done in writing as reports or case studies which show how organisations use digital technology for marketing purposes. This could be achieved by focusing on a single organisation, or by collecting information from different organisations. It is also possible to cover the assessment criteria using more than one assessment approach, for example a written report together with an oral presentation, a poster presentation or by using appropriate digital media. Learners could choose their own businesses to investigate or they could be given a specific scenario or case histories.

Where explanations are required, learners should support them with evidence. Descriptions should also be in the context of application rather than purely theoretical. Suggestions for approaches to assessment are given below. These are not prescriptive and other approaches could be used.

Learning outcome 1

This learning outcome may appear to be larger than others in this unit, but it provides overarching knowledge which the learner can draw on in the other learning outcomes.

Assessment criterion 1.1 will need a context, based on the marketing strategy for either a real business or a case study. The context used for 1.1 should preferably be chosen so that it will also provide sufficient research and study opportunities for 1.2, 1.3, 1.4, 1.6 and 1.7, allowing learners to say something about each of the bulleted points for each assessment criterion.

The explanation for 1.5 could be based on the context used for other assessment criteria, or set against the digital business environment as a whole. Learners do not need to know the detail of every aspect of legislation which protects and constrains digital marketing. However, they need an awareness of how to manage digital marketing activity within legal constraints, and the consequences of ignoring current legislation.

The business or case study used in learning outcome 1 could also be used as the basis for meeting the assessment criteria in learning outcomes 4 and 5.

Learning outcome 2

One way of meeting assessment criteria 2.1, 2.2 and 2.4 would be for learners to present a case for the use of SEO, and its importance in the current and future business world, to a senior member of the business management who has low awareness or is sceptical of the need for SEO. The use of meta tags, website codes and keywords (assessment criterion 2.3) and the pros and cons of links (2.6) could also be done as an explanation to someone who has a low awareness of this issue.

Assessment criterion 2.5 does not relate directly to SEO and could be assessed more conveniently alongside assessment criterion 4.4 (see below).

Learning outcome 3

One approach to meeting the assessment criteria in this learning outcome would be for learners to put together a proposal for using the internet to meet the needs of a market research project. Ideas for the research project could include producing market research data to support given marketing activity, to identify new markets, to quantify markets, or to establish the strength of a business or product within a given market. The use of market research data for the analysis and profiling of customers is another way of approaching this learning outcome.

The basic outline of the proposal would meet assessment criterion 3.1. This could be supported by pros and cons of different data-mining techniques (3.2), with a final explanation of how the validity and reliability of the information retrieved could be confirmed (3.4).

Assessment criterion 3.3 does not relate directly to the use of the internet for market research, but can be assessed alongside the rest of learning outcome 3 as it still relates to the gathering and analysis of data for research purposes.

Learning outcomes 4 and 5

The business or case study used in learning outcome 1 could also be used as the basis for the assessment criteria in learning outcomes 4 and 5.

Using the bullet points in the *Unit Amplification* as a checklist, a detailed report or case study could be put together, based on the learners' research and investigations into digital marketing in a business or organisation.

Alternatively, 4.1-4.6 (as well as 2.5) and 5.1-5.3 could be presented as a report to someone who has low awareness of digital marketing but wants to find out more about the subject and start to use digital marketing to promote and develop their business or products. Again, the bullet points in the *Unit Amplification* could be used as a checklist to form the basis of this report.

Indicative resource materials

Website

www.businesslink.gov.uk	Information and advice on business, including digital marketing

Unit 5: Principles of Market Research

Unit reference number: K/502/9933

QCF level: 3

Credit value: 5

Guided learning hours: 40

Unit aim

This unit gives learners an overview of why and how to carry out market research. This includes how to decide if market research is needed and how to choose appropriate research methods, objectives and evaluation criteria. The unit also covers the principles of data collection and how to interpret and evaluate the data collected.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the basis on which market research is commissioned	1.1	Describe how to identify the need for market research and the sources of evidence to support this	☐ When research may be needed eg to identify target markets, to identify needs and wants of target customers, to test ideas, to understand competitors better, to understand market size/structure/trends ☐ Sources of evidence that confirm research is needed eg sales figures, competitor activity, observed changes in nature of the market
		1.2	Describe the basis for scoping the research and identifying linkages, interdependencies and the possible impact of one element on others	☐ Link with marketing objectives (scope of research depends on the marketing objectives set) ☐ Research may be carried out on any element from the marketing mix eg the impact of product development on pricing opportunities ☐ Marketing research as a continuous activity which allows the market and the marketing environment to be scanned
		1.3	Explain how to set research parameters, aims and evaluation criteria	☐ Based on specific and limited aims to enable effective processing/analysis/evaluation in terms of timescales, size of sample, and usefulness to the decision-making process
		1.4	Explain the importance of involving stakeholders in the definition of research to be carried out	☐ Which internal stakeholders can be involved eg sales department, customer services, R&D, finance ☐ Benefits of stakeholder involvement (to help to define the purpose, to influence research methodology used, to bring different and valuable perspectives to research design)

Learning outcomes	Assessment criteria		Unit amplification
	1.5	Explain how to evaluate different options for conducting the research	□ What information is needed and what will it be used for □ What is the best mix of methods to achieve the most useful outcome within constraints (validity and reliability, time/human/financial resources available) □ If the choice of sample appropriate eg representativeness, size □ Costs versuis benefits
2 Understand how to design market research projects	2.1	Explain how to set research objectives, timescales, budget and resource requirements and success criteria	□ How to set objectives (SMART objectives, objectives linked to purpose and desired outcomes, stakeholder requirements) □ How to set timescales (how to divide and allocate time to different stages of the research, importance of building in contingency time, importance of liaison with internal stakeholders to identify when results are needed) □ What resources are needed eg financial, staff, outside agencies □ How to set success criteria in terms of research objectives eg quantity and quality of data collected, clarity of conclusions drawn
	2.2	Explain how to specify the characteristics and size of the sample to be researched in accordance with the research aims and objectives	□ Importance of defining the target population □ Characteristics based on relevant factors eg socio-economic/demographic/psychographic classifications, buyer behaviours/attitudes/opinions □ What sample size will yield best information to be sufficiently accurate

Learning outcomes	Assessment criteria		Unit amplification
	2.3	Describe the factors to be taken into account when selecting research instruments that are fit for purpose	□ Nature of enquiry (exploratory versus descriptive)
			□ Marketing/business objectives that will be informed by the research
			□ Financial factors (efficiency and effectiveness of research design, budget constraints)
	2.4	Explain how to ensure the suitability of methods chosen to conduct research	□ Piloting of research instruments
			□ Testing for lack of bias
	2.5	Explain the strengths and limitations of quantitative and qualitative research	□ Quantitative research strengths (gives data on what happens and factual data, tends to be reliable, can be very cost effective and so allows lots of data to be collected quite cheaply, can be easier to process)
			□ Quantitative research limitations (does not readily yield behavioural factors, often excludes real-life factors and so tends to be less valid)
			□ Qualitative research strengths (can give 'richer' data than quantitative research that reflects reality better, suited to capturing information about opinions)
			□ Qualitative research limitations (tends to be less reliable, tends to cost more to gather using more expensive/labour-intensive methods, is more difficult to process as judgement needs to be used to analyse findings)
	2.6	Explain how risks inherent in market research may be addressed	□ Use of project-planning tools to ensure research meets objectives, budgets and timescales
			□ Use of specialist market research agencies

Learning outcomes	Assessment criteria	Unit amplification
	2.7 Explain how to ensure that research data collected is valid and reliable	☐ Sampling methods eg simple random, stratified random, cluster, systematic ☐ How to design survey questions to eliminate bias ☐ Benefits of triangulation (to provide a balanced approach that should give a better overall picture, to allow for unusual/unexpected outcomes to be picked up)
	2.8 Describe the uses of the research outputs	☐ Decisions regarding the market eg size, growth, segmentation ☐ Performance measurement eg new product development, new market development, advertising campaigns ☐ Strategy planning eg overseas market entry, retaliation to competitor activity, response to stakeholder concerns
	2.9 Explain how to obtain approval to the proposed research	☐ How to put a proposal together eg objectives, resources, benefits ☐ Importance of discussing with key stakeholders eg senior management, finance, marketing staff
3 Understand the principles of marketing data collection	3.1 Explain the difference between primary and secondary research and how this affects data collection methods and interpretation	☐ Primary/field research requires data collection (data collection focused on correct selection of representative sample, clear objectives focused on planned marketing outcomes) ☐ Secondary/desk research uses data already collected (provides background and/or longitudinal/cross-sectional information, not specifically focused on own research objectives)
	3.2 Describe the importance of using research instruments correctly	☐ To avoid mistakes eg bias and inaccuracies ☐ To ensure continuous research can be carried out to produce accurate trend/comparison data

Learning outcomes		Assessment criteria		Unit amplification
		3.3	Explain the role of data collection in a market research project	□ To provide direct information that can be analysed
		3.4	Explain how to address problems arising in data collection (eg insufficiency of representative sample, unreliable or invalid data)	□ Use of different methods to test elements of research such as distribution or valid correlation □ Additional research if problems are found eg increase sample size, revisions to research instruments
		3.5	Explain the importance of accurate data recording	□ Types of problems that can occur with data collection and recording eg failure to transcribe interviews correctly, corrupted data sets □ Repercussions of failure to ensure accurate data collection eg organisation might base key strategic decisions on invalid results
		3.6	Explain marketing data storage, security and access requirements	□ Electronic storage and the use of secure systems □ Data protection legislation considerations in relation to personal data and sensitive personal data
4	Understand the principles of marketing data interpretation and evaluation	4.1	Explain the volume of data needed to ensure statistical confidence	□ Concept of 'confidence level' as a measure of how representative data is □ Concept of 'confidence interval' as margin of error in responses □ Impact of sample size on confidence intervals (increase in sample size results in decreased confidence interval) □ Impact of sample size on confidence level (increase in sample size results in higher confidence level)

Learning outcomes	Assessment criteria		Unit amplification
	4.2	Explain how to evaluate the quality, reliability and validity of market research data	☐ Screening of data for invalid responses
			☐ Correlations of similar questions to check consistency
			☐ Checking for contradictory responses
			☐ Checking for unusual/outlier responses
	4.3	Describe the use(s) of market research	☐ What market research can be used to measure (behaviour, characteristics, possessions, attitudes/opinions)
			☐ Main types of data that can be generated (nominal, ordinal, interval)
	4.4	Explain the application, strengths and weaknesses of different data analysis methods	☐ Importance of using a method appropriate for type of data
			☐ Strengths and weaknesses of measures of central tendency and dispersal (mean, mode, median, range, standard deviation)
			☐ Use of tables/graphs to present data
			☐ How to analyse qualitative data by categorising and frequency counts
	4.5	Explain the use of statistical tools to identify trends, causes and correlations in marketing data	☐ Difference between positive and negative correlations
			☐ Use of correlation to establish strength of relationship between two variables eg through data-mining
			☐ How experimental data can be collected to establish causation eg measuring impact of different prices on sales volume
			☐ Why statistical tools are used to check for statistically significant causal relationships
			☐ Why it is useful to calculate trends from time series data (to show direction clearly by eliminating fluctuations, to allow forecasting into the future)

Learning outcomes	Assessment criteria		Unit amplification	
	4.8	Explain the strengths and weaknesses of different data evaluation methods	☐	Strengths of data evaluation methods eg can provide information about relationships between different variables, some methods can generate clear visual representations
			☐	Weaknesses of data evaluation methods eg type and distribution of data may not be suitable for a given data evaluation method, some data evaluation methods may not be suitable for small data sets
	4.9	Explain the basis on which to reach conclusions as to the usefulness of the research	☐	Whether data provided sufficient information to meet the research objectives
			☐	Whether research aided marketing decisions as planned

Information for tutors

Delivery

This unit should be taken after *Unit 1: Principles of Marketing and Evaluation*.

Although this unit is about the theory rather than the practice of market research, providing learners with an opportunity to carry out a small scale research project would help them to better understand the theory. This is particularly important in, for example, research design where the pitfalls of choosing inappropriate or badly-designed research instruments can seriously affect outcomes.

For 4.1, learners are not required to know *how* to calculate the volume of data needed to ensure statistical significance as formulas can be used to do this, but they do need to be taught about the key concepts of confidence levels, confidence intervals and sample size effects. Similarly, 4.4 and 4.5 require learners to know *about* the tools/methods rather than being able to use them.

When delivering 4.6, tutors should choose at least two different data evaluation methods (for example cluster analysis, factor analysis) that are relevant to the needs of their learners. The actual advantages and disadvantages taught will depend on the techniques.

This unit has links to other units. For example learning outcome 4 overlaps with learning outcome 4 from *Unit 1: Principles of Marketing and Evaluation*.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

An appropriate assessment approach would be for learners to design a market research project based on a real or imaginary company. The need to cover theory-based criteria will also require some written explanation of how the process was undertaken and some management issues (such as obtaining agreement).

Learning outcome 1

This learning outcome is concerned with establishing the need for market research and what the scope and limits will be.

Assessment criteria 1.1, 1.2, 1.3 and 1.4 could be based on a real situation or a scenario. Precisely what the scope is (1.2) and what links and interdependencies there are depends on the particular research project planned. The choice of situation/example needs to allow learners to say something about each of the bullet points in the *Unit Amplification* for 1.1-1.4.

1.5 deals with choice of options for carrying out the research so all aspects of this criterion must be covered.

Learning outcome 2

This follows from learning outcome 1 and would be best approached through designing a market research project. This could be based on the one explored for learning outcome 1.

Assessment criteria 2.1, 2.2, 2.3, 2.8 and 2.9 need to cover what is to be researched, why it is to be researched, how it fits into overall corporate strategy, how objectives and how parameters are set, and how the research would be resourced. Specific aspects (such as objectives, resources, populations, stakeholders) will determine the extent of coverage of the *Unit Amplification* for these assessment criteria.

At this point assessment criterion 4.3 could also be covered to show how the findings will be used and also 4.7 in terms of how the results are intended to be used to make marketing decisions.

Assessment criteria 2.4, 2.5, 2.6 and 2.7 deal with the implementation of market research and how to ensure accurate, reliable and valid results are obtained so as to make sound marketing decisions. This section would preferably include the research proposal and an explanation of how risks and potential problems of undertaking research would be minimised or mitigated against.

For 2.4, 2.5 and 2.6, measures to ensure that the research mix is appropriate must be explained. For 2.5, this needs to include an explanation of the role of qualitative and quantitative research and factors which must be taken into account (at least three in each case). It is important that 2.4 is fully covered, especially the need to pilot surveys and how to avoid bias in the results.

Learning outcomes 3 and 4

Within a research proposal, justification of the choice of methods and methodology could be used to show how research theory underpins practice in order to cover the assessment criteria in learning outcome 3.

Assessment of learning outcome 4 can be linked to the research proposal. So for example, learners can explain the volume of data that will need to be collected (4.1), how the quality, reliability and validity of the data will be evaluated (4.2), which (of at least two in each case) analysis/tools/evaluation methods will be used and why (4.4, 4.5 and 4.6). The nature of the data will determine the coverage of the *Unit Amplification* for these assessment criteria.

Indicative resource materials

Textbooks

Proctor T – *Essentials of Marketing Research* (Financial Times/Prentice Hall, 2000) ISBN 0273642006

Unit 6: Principles of Marketing Stakeholder Relationships

Unit reference number: J/502/9938

QCF level: 3

Credit value: 3

Guided learning hours: 16

Unit aim

This unit will give learners an understanding of the importance and nature of stakeholder relationships. It will also help them to understand how to build, manage, monitor and control these relationships.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria		Unit amplification
1 Understand marketing stakeholder relationships	1.1	Explain the basis on which the need for marketing stakeholder relationships are identified and prioritised	☐ Key stakeholder identification eg customers/owners/shareholders/ employees/suppliers/community groups ☐ Relative importance of stakeholders in relation to business success
	1.2	Explain the use of stakeholder mapping in developing ways of building relationships	☐ Use of stakeholder mapping grids eg interest versus power ☐ How to prioritise relationships on basis of mapping eg monitor/keep informed/keep satisfied/manage closely
	1.3	Describe the nature of interest of different stakeholder groups and how this affects the nature of relationships and communications	☐ Different purposes of marketing communication eg to inform, to reassure, to persuade ☐ Key aspects to consider about stakeholders eg position on interest/power grid, motivations, current opinions, what influences their opinion, what information they want to know ☐ How these aspects affect communication with stakeholders eg frequency, level of detail, method
	1.4	Explain the significance of stakeholders to the achievement of the overall marketing strategy	☐ Impact of different stakeholders in achievement of the marketing strategy ☐ Positive impacts eg endorsement of product or company ☐ Negative impacts eg pressure group activity against the company

Learning outcomes		Assessment criteria		Unit amplification
	1.5	Describe the features of the market in which stakeholders operate		☐ Level of competition ☐ Activities of competitors ☐ Relative market share and market growth ☐ Level of potential for negative impact of company's activities
	1.6	Describe how to establish stakeholders' attitudes to an organisation		☐ Primary research eg interviews, questionnaires, feedback forms, focus groups ☐ Secondary research eg newspaper articles, online forums
	1.7	Describe actual and potential synergies and conflicts between clients and other stakeholders		☐ Ways in which different stakeholders have common interests ☐ Ways in which different stakeholders have conflicting interests
2 Understand how to build and manage marketing stakeholder relationships	2.1	Explain how to identify common goals and potential synergy between stakeholders and an organisation		☐ By establishing needs and expectations of different stakeholders ☐ By clarifying goals and constraints of the organisation in relation to marketing strategy eg marketing objectives/resource capabilities/financial constraints ☐ Communication and, where necessary, negotiation with stakeholders to discuss collaboration
	2.2	Explain the importance of engaging stakeholders in marketing activities		☐ How engagement can be used to identify opportunities to improve corporate/brand image ☐ How engagement can be used to avoid damage to brand/company image ☐ How engagement can lead to better informed decision making

Learning outcomes	Assessment criteria		Unit amplification
	2.3	Explain the basis upon which stakeholder communications plans are developed	☐ How communications objectives relate to marketing objectives ☐ Importance of identifying the most effective methods of communication with each stakeholder ☐ How the communications will be monitored and reviewed
	2.4	Explain the requirements of a competitor management strategy	☐ Gathering information about competitors eg market share ☐ Analysis of competition using relevant tools eg SWOT, Ansoff, Porter's 5 forces ☐ Planning ways of dealing with the competition
	2.5	Explain the importance of agreeing common objectives with clients	☐ How agreement allows strategy to be implemented efficiently and effectively ☐ How it allows a sense of ownership to be established ☐ How it can result in less conflict and/or disagreement ☐ Can help identify opportunities/threats
	2.6	Describe the scope of generalist and specialist personnel that can be deployed in support of building long term relationships with clients	☐ Importance of total marketing approach, involving staff in different functions within the company ☐ Use of specialists such as PR companies/crisis management companies to manage relationships ☐ Use of CRM companies to manage technology-based systems
3 Understand how to monitor and control marketing stakeholder relationships	3.1	Explain the use of key performance indicators (KPIs) and success criteria in monitoring the effectiveness of stakeholder relationships	☐ Objective setting as a preliminary process to setting up performance management ☐ Identifying critical success factors that will determine success of stakeholder relationship management ☐ KPIs derived from critical success factors

Learning outcomes	Assessment criteria		Unit amplification	
	3.2	Describe methods of monitoring the ongoing effectiveness of stakeholder relationships	☐	Environmental scanning eg use of internet for trends in opinions
			☐	Customer feedback systems
			☐	CRM systems to record customer purchasing behaviour
			☐	Meetings and other communications with stakeholders
	3.3	Explain the importance of effective stakeholder communications and feedback system	☐	Importance of effective communications eg to secure support
			☐	Importance of effective feedback systems eg to allow them to influence plans, to avoid inappropriate or uninformed response
			☐	Consequences of ineffective communication
	3.4	Explain how changes in the market environment in which stakeholders operate may have an impact on relationships	☐	Changes in behaviour or attitudes because of external factors eg economic factors/bad publicity about particular issues leading to changed perceptions
			☐	Changes in activities of competitors
			☐	Changes from internal factors eg company changes/strategic changes
	3.5	Explain how to develop strategies and plans that address changing stakeholder attitudes and needs	☐	By identifying driving and resisting factors
			☐	By designing marketing strategies around stakeholder attitudes/needs
			☐	By involving stakeholders in the development of strategies and plans through consultation/participation

Learning outcomes	Assessment criteria		Unit amplification	
	3.6	Explain how to develop reporting systems that meet agreed success criteria	☐	By establishing reviewing process within planning cycle
			☐	By contingency planning to allow alternative actions to address digression from planned progress
			☐	By measuring planned progress against actual progress
	3.7	Explain the importance of reviewing the effectiveness of collaborative arrangements with stakeholders	☐	Possibility of changes in relationships due to external factors
			☐	To ensure all parties are in agreement
			☐	To ensure smooth implementation of strategies

Information for tutors

Delivery

The subject matter in this unit can be wide ranging, and it would be easy to become sidetracked. Delivery therefore needs focus on the purpose of stakeholder relationship management in relation to those stakeholders who have the most impact on the business.

It is assumed that learners will already be familiar with general marketing theory as covered in *Unit 1: Principles of Marketing and Evaluation* and/or experience of marketing.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

One or more written reports would be an obvious choice of assessment method for this unit, although alternatives could be used, such as a mixture of written work and oral presentation. A report based on a real organisation would also be appropriate. This could be one that the learner is familiar with or one that they have investigated through case studies or publicly-available sources.

The important thing to remember in this unit is that the learner needs to show that they understand the complex nature of stakeholder relationships. This arises in part from the fact that any one organisation could have a number of stakeholder groups whose objectives are in conflict with those of the company and with each other. Community groups, for example, might want to block plans for a new supermarket where shareholders or employees might want development to go ahead.

It would be unrealistic for an assessment to cover all stakeholder relationships, so it must concentrate on those stakeholders that are most relevant for the company chosen. Learners need to agree the choice of organisation with their tutor to ensure that they will have enough information to complete the assessment fully.

Because much of this unit deals with how stakeholder relationships are managed, a written report could be produced, explaining how and why this aspect of marketing is of such relevance in business today.

Learning outcome 1

The company's stakeholders (at least three) must be identified and mapped (in accordance with 1.2 and 1.3) and there needs to be some degree of assessment of their relative importance to the organisation (1.1).

For 1.4, the impact of these stakeholders on the overall marketing strategy must be explained, covering both positive and negative aspects. This could then be linked to 1.5, describing the nature of the market in which the company operates.

If in the learner's judgement (based on and justified by the use of evidence from examples) there are existing synergies between specific stakeholders and the company, these must be described in 1.7. If there are no such synergies, then the learner needs to describe potential for this to happen and how. These discussions need to include consideration of how the attitudes of stakeholders to the organisation are, or could be, established (1.6).

Learning outcome 2

For 2.1, 2.2 and 2.3, the goals of at least three named stakeholders, and how the company engages these stakeholders in marketing activities through planned communications, need to be included.

Assessment criteria 2.4 and 2.5 concentrate on two key groups: competitors and clients. Assessment evidence must cover something from each of the bullet points in the *Unit Amplification*.

For 2.6, learners must describe how at least one type of generalist and one type of specialist personnel might be involved in managing stakeholder relationships.

Learning outcome 3

This learning outcome deals with the planning and maintenance of marketing stakeholder relationships. Some key management processes must be explained within this context, using examples of how this can be carried out in practice.

For 3.1, learners must give at least three critical success factors that will determine the success of stakeholder relationship management and at least two KPIs for each of these.

Links need to be made to learning outcomes 1 and 2 in this part of the assessment which includes environmental scanning and a description of how to collect and use information that will support strategies (3.2 and 3.4).

The purpose of using communication with stakeholders and responding appropriately must be clear to cover assessment criteria 3.3 and 3.5. Examples of how this might be carried out should be included to support this.

The final aspect of monitoring and control of stakeholder relationships is concerned with establishing an effective and appropriate reporting system which could be one that is in place or one that the learner recommends (3.6). Similarly, to meet 3.7, the explanation needs to cover how a reviewing system either works or could work, and why it is important.

Indicative resource materials

Textbooks

Blythe J – *Essentials of Marketing* (Financial Times/Prentice Hall, 2005) ISBN 0273693581

Brassington F and Pettitt S – *Principles of Marketing* (Financial Times/Prentice Hall, 2007) ISBN 0273657917

Anderson K and Kerr C – *Customer Relationship Management* (McGraw Hill Professional, 2001) ISBN 0071379541

Journals

International Journal of Marketing

Journal of Marketing

Journal of Relationship Management

Websites

www.marketingteacher.com   Teaching resources on marketing.

Unit 7: Understanding the Relationship Between Sales and Marketing

Unit reference number: F/502/8223

QCF level: 3

Credit value: 3

Guided learning hours: 21

Unit aim

This unit gives learners an understanding of the relationship between sales and marketing in business. It covers the impact of organisational structures on sales and marketing. It also includes how sales and marketing can work together and the problems that can occur. Finally, the unit deals with the impact of sales and marketing on product development.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

	Learning outcomes		Assessment criteria	Unit amplification
1	Understand the impact of different organisational structures on sales and marketing functions	1.1	Describe the features of different organisational structures	☐ Hierarchical (top down reporting through the line, often functionally defined, centralised decision making) ☐ Matrix (separate units which may be divisional, more flexible and autonomous, decentralised decision making) ☐ Flat structures (wide span of control, fewer reporting lines, easier decision-making, limited by size of the organisation)
		1.2	Explain the effect of different organisational structures on sales and marketing functions and their performance	☐ Communications effect (how different structures affect how quickly decisions about sales and marketing in terms can be communicated, how different structures affect the ability of senior staff to stay in touch with reality on the ground) ☐ Control effect (how different structures enable or inhibit the sales and marketing functions in terms of decisions and authority)
2	Understand the interface between sales and marketing functions	2.1	Explain the role and responsibilities of sales personnel	☐ Identifying sales opportunities ☐ Closing sales ☐ Achieving sales targets ☐ Sales planning

Learning outcomes	Assessment criteria		Unit amplification
	2.2	Explain the role and responsibilities of marketing personnel	☐ Identifying marketing opportunities ☐ Carrying out marketing research ☐ Identifying and implementing product development opportunities ☐ Market development in new or existing markets ☐ Promotional roles eg advertising, PR and sales ☐ Distribution activities
	2.3	Describe areas of synergy between the sales and marketing functions	☐ Sales as part of the promotional mix to encourage purchase and sales objectives ☐ Direct interaction between sales staff and the customer used to inform marketing decisions eg gaps in the market or product development opportunities
	2.4	Describe the benefits of collaborative working to the performance of an organisation	☐ Sales staff can provide insights into customer needs, expectations and purchasing behaviour to inform strategy ☐ Sales staff can identify opportunities for product or market development ☐ Benefits of allowing sales staff to have input into marketing strategy (more effective strategy, more motivated sales staff)
	2.5	Explain potential causes of friction between the sales and marketing functions	☐ Differences between shorter-term sales objectives and longer-term marketing objectives eg sales staff want to offer discounts to close the deal ☐ Lack of understanding of specific sales conditions by marketing function, eg local market conditions ☐ Areas of conflict arising from overlapping decision-making responsibilities

Learning outcomes		Assessment criteria		Unit amplification
		2.6	Describe mutually acceptable solutions to identified sources of friction	□ Involvement of sales personnel in marketing decision making and planning □ Establishing regular communications between the functions so that fine tuning to local planning could be done □ Regular updates provided to inform sales personnel about their role in achievement/progress of marketing objectives □ Clarifying and agreeing areas of responsibility and authority where these overlap
3	Understand the impact of sales and marketing on product development processes	3.1	Describe the product development process	□ Generating ideas for new products or improvements to existing products □ Evaluation and screening to try out different ideas □ Feasibility and business analysis eg financial/capacity □ Product development, testing and launch
		3.2	Explain the role of sales and marketing in the product development process	□ Identification of opportunities or gaps in the market from customer experience □ Exploration of new ideas and testing the market
		3.3	Explain the market features and trends relating to a product or service	□ Market size (current and previous) □ Market growth (stage, rate and potential) □ Existing and potential competitors □ Market position
		3.4	Describe the characteristics and benefits of a product or service	□ Characteristics (descriptive features of the product or service) □ Benefits (what the product or service can do for the customer)

Learning outcomes	Assessment criteria	Unit amplification
	3.5 Explain the wants and needs of an organisation's customer base	□ Wants as subjective (coming from previous experience, marketing activities, recommendations of others, emotional purchase) □ Needs as objective (practical, rational purchase) □ Based on research into previous purchase behaviour and intentions for future purchase
	3.6 Describe how to prepare a business case for a product or service	□ Financial factors (costs and projected returns) □ Marketing factors (is there a viable market? who is the target market?) □ Production/operations (is there capacity and/or expertise in production/operations?) □ Personnel factors (are there staffing issues that need to be dealt with?) □ Planning (predicted sales volumes, timescales and objectives)
	3.7 Describe how to forecast sales of a product or service	□ Current business environment eg PEST factors, trends in purchasing behaviour □ Existing customer numbers and turnover □ Average sales for each customer each month □ Determining trends from projection of existing data

Learning outcomes	Assessment criteria		Unit amplification
	3.8	Explain the importance and use of customer feedback in relation to product development	□ Gives information about customer satisfaction and dissatisfaction with current product
			□ Provides valid (real-life) information about customer experiences
			□ Use for improving product design/identify opportunities

Information for tutors

Delivery

This unit deals with the practicalities of managing the sales process as well as the recognition of the sales function within the broader marketing context. The key point to be emphasised in the delivery of this unit is the interdependence between these functions.

Ideally, this unit will be delivered using a mix of theory-based learning together with the use of real-life experience of the selling environment or relevant case studies.

Learning outcomes 1 and 2 deal with general theory about sales and marketing and their context within the organisation. Learning outcome 3 will, ideally, be delivered using examples of the exploration of customer needs and wants, and meeting these, using specific organisations as case studies.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

One or more written reports would be an obvious choice of assessment vehicle for this unit, but alternatives could be used such as a mixture of written work and oral presentation.

Learning outcome 1

This learning outcome could be evidenced using a report describing organisational structures and their features and how the sales and marketing functions are affected by the structure. This would include how organisational structure can facilitate or inhibit the management and performance of sales and marketing (1.1 and 1.2). Knowledge should preferably be demonstrated with reference to one or more specific organisations.

Learning outcome 2

This learning outcome deals with what sales and marketing staff do and how their roles are connected. A single report covering all the assessment criteria could be produced, starting with their roles (2.1 and 2.2), followed by how they work together (2.3), the benefits of doing so (2.4), the problems that can occur (2.5) and how these can be solved.

Learning outcome 3

The most effective way of evidencing this learning outcome might be to base it on one or more real-life examples which deal with the successful development of products or services in response to customer needs and wants. Learners should be encouraged to discuss their choice with their tutor to make sure it is appropriate and sufficient. Assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5 and 3.8 can be covered in an integrated way as shown below.

The first section of the report could include an explanation of the market features and trends as listed in 3.3. This would include a competitor analysis which could include one of a number of possible models, such as Porter's 5 forces analysis and positioning maps.

An explanation of how customer needs and wants are met by the product or service could be included in the next part covering 3.4 and 3.5. How customer feedback is used in product development and the role of sales and marketing staff in this process could be covered together by integrating 3.2 and 3.8. These can then be contextualised in the description of each stage of the product development process (3.1).

3.7 is about the forecasting process so this could be approached by carrying out a forecast based on an existing product or service or a 'what if' scenario if all the information (such as sales data) is not available. The *Unit Amplification* needs to be covered fully to describe the basic steps to go through in forecasting sales.

The completion of assessment criteria 3.1-3.5 and 3.7 will then inform the preparation of a business case for 3.6 which is the culmination of the product (service) development process. Again, a real example, including recommendations of what could have been done differently, if necessary, will allow theory to be applied.

Indicative resource materials

Textbook

Jobber D and Lancaster G – *Selling and Sales Management (*Financial Times Press, 2009) ISBN-10: 0273720651

Journals

Journal of Marketing Management

Journal of Sales and Marketing Management

12 Further information and useful publications

For further information about the qualification featured in this specification, or other Edexcel qualifications, please call Customer Services on 0844 576 0026 (calls may monitored for quality and training purposes) or visit our website (www.edexcel.com).

Related information and publications include:

- *Access arrangements reasonable adjustments and special considerations*

- *Equality Policy*

- *Information Manual* (updated annually)

- *Recognition of Prior Learning Policy*

- *Quality Assurance Handbook* (updated annually).

Publications on the quality assurance of BTEC qualifications are on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications/home.aspx.

13 Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website www.edexcel.com/training. You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Edexcel may monitor calls for quality and training purposes.

The training we provide:

- is practical – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Annexe A

Progression opportunities

These are examples of progression opportunities to other Edexcel qualifications relevant to the marketing sector.

Level	General qualifications (GCSEs, GCEs) and Diplomas	BTEC Firsts/Nationals/ Higher Nationals	BTEC Specialist/ Professional qualifications	NVQ/competence-based qualifications
3	Edexcel Level 3 Principal Learning in Business, Administration and Finance Edexcel GCE in Applied Business Edexcel GCE in Business Studies	Edexcel BTEC National Award/Certificate/Diploma in Business (QCF)	Edexcel BTEC Level 3 Certificate in Marketing (QCF)	Edexcel Level 3 NVQ Diploma in Marketing (QCF)
2	Edexcel Level 2 Principal Learning in Business, Administration and Finance Edexcel GCSE in Applied Business Edexcel GCSE in Business Studies	Edexcel BTEC First Award/Certificate/Diploma in Business (QCF)	Edexcel BTEC Level 2 Certificate in Marketing (QCF)	Edexcel Level 2 NVQ Certificate in Marketing (QCF)

Level	General qualifications (GCSEs, GCEs) and Diplomas	BTEC Firsts/Nationals/ Higher Nationals	BTEC Specialist/ Professional qualifications	NVQ/competence-based qualifications
1	Edexcel Level 1 Principal Learning in Business, Administration and Finance Edexcel GCSE in Applied Business Edexcel GCSE in Business Studies			

Mapping with NVQ/competence-based qualifications

The grid below maps the knowledge covered in the Edexcel BTEC Level 3 Certificate in Principles of Marketing against the underpinning knowledge of the Edexcel Level 3 NVQ Diploma in Marketing. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

\# indicates partial coverage of knowledge in the NVQ unit

A blank space indicates no coverage of the knowledge

NVQ units	BTEC Specialist units						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
1 Analyse competitor activity	#						
2 Contribute to the development of a marketing plan	#	#					
3 Evaluate and improve own performance in a business environment		#	#				
4 Work with other people in a business environment			#				#
5 Conduct market research							
6 Evaluate market research data	#				#	#	
7 Contribute to the preparation of a marketing strategy	#				#		
8 Contribute to the development of new products and/or services	#	#					
9 Maintain a portfolio of products and/or services	#						
10 Design marketing promotions							#

BTEC Specialist units / NVQ units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
11	Implement a marketing plan	#					#	
12	Evaluate the effectiveness of a marketing plan	#					#	
13	Develop an advertising campaign		#					
14	Specify the design requirement for marketing databases							
15	Manage outsourced marketing supplier relationships						#	
16	Use digital technology for marketing purposes				#			
17	Use digital and social media in marketing campaigns		#		#			
18	Develop working relationships With colleagues and stakeholders						#	
19	Contribute to running a project						#	
20	Contribute to innovation in a business environment							
21	Develop a presentation							
22	Deliver a presentation							
23	Agree a budget							
24	Manage budgets		#					
25	Prepare specifications for contracts		#					
26	Contribute to decision-making in a business environment							
27	Make decisions in a business environment							
28	Negotiate in a business environment							

BTEC Specialist units / NVQ units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
29 Plan and organise an event		#					
30 Co-ordinate an event							
31 Chair meetings							
32 Plan, allocate and monitor work of a team							
33 Presentation software (L2)							
34 Presentation software (L3)							
35 Spreadsheet software (L2)							
36 Spreadsheet software (L3)							
37 Using collaborative technologies (L2)							
38 Using collaborative technologies (L3)							
39 Website software (L2)							
40 Website software (L3)							
41 Bespoke software (L2)		#					
42 Bespoke software (L3)							