



Unit 2: Research and Plan a Marketing Campaign

Delivery guidance

In this unit, learners will learn why selecting appropriate marketing methods is crucial to business success. They will develop research skills and budgeting skills, alongside an understanding of how a marketing campaign is planned and delivered. Learners will become familiar with the marketing mix and learn the importance of the influence of the media when promoting a product. All of these skills will need to be incorporated into the controlled assessment.

The unit will give learners an insight into the importance of digital marketing. They will be able to explore digital marketing methods, including social media and targeted advertising. They will also consider the role of agencies; for example, advertising and PR agencies in promoting products and services.

Learners will develop the skills required to plan for and pitch a marketing campaign for a new or existing product or service.

Approaching the unit

Learning aim A explores how different markets are researched using different models and tools. You could introduce the learning aim with a class discussion covering the basic theory about the role of marketing and how a business's marketing objectives link to its overall corporate objectives. Ask learners to identify some well-recognised, successful brands and to investigate the activities that contribute to the successful marketing of these brands. They could do this through independent internet research or by visiting a major retail environment, to help them to develop an awareness of marketing activities.

This learning aim introduces the use of marketing terminology and the application of the marketing mix. Activities as rudimentary as spelling tests and matching up the keyword with the correct definition can be used to build learners' knowledge of the new terminology.

If there is a major employer in your area with a dedicated marketing department, it would be useful to approach them to arrange for a guest speaker to come and speak to the learners about marketing in the real world. Learners will need to develop an understanding of the concepts of both mass and niche markets and of market segmentation. Learners could research particular markets and segments within those markets and present their findings to the whole group. You could lead a post-presentation discussion focusing on whether the products they have researched actually meet the needs of the target market.

Learners need to gain knowledge of market research methods and the advantages and disadvantages of the main methods used by business organisations. They also need to develop an understanding of the main business models used in the development of a marketing campaign. Learners will need to be able to apply these models in an applied marketing context as this will play an important role in preparing the learners for the controlled assessment.

Learning aim B covers approaches to product marketing nationally and internationally. Learners need to understand what information is required to develop a successful marketing campaign and how they might find this information. Learners could choose a range of businesses and conduct their own market research for these businesses. When looking at

target markets and segmentation, learners should choose a different market to the one previously investigated in learning aim A. They should use a range of different market research methods and should ensure that their research is valid and sufficient for purpose. While learners do not need to have a detailed understanding of sampling techniques, a basic knowledge of sampling will help them make judgements about the overall validity of their findings. The importance of data analysis in a marketing context when conducting research must be addressed – for example, market size and composition – as this will prepare the learners for the controlled assessment.

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

Learners will also need to research the application of the promotional mix – in particular the application of appropriate research methods and techniques to research ways in which a business promotes its products or services in its target market. Explicit knowledge of the role of the internet in promoting products and services is also required to access the controlled assessment.

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

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

To complete this unit your learners will need access to a range of research materials, which could include sources of information and tools on the internet, in journals, in magazines and in books.

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

- discussions – class and small group discussions on the importance of marketing to the success of businesses
- individual or group presentations



- case studies illustrating how marketing is used to ensure business success
- videos with examples of successful marketing campaigns.

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

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

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Explore how different markets are researched using different models and tools	A1 The role of marketing A2 Market research methods A3 Business models used in marketing	This unit will be assessed by a controlled assessment set by Pearson BTEC. Learners will be required to undertake independent research to develop and plan a rationale for a marketing campaign for a specific product detailed in the Set Task Brief. Learner work will be submitted in the form of a formal business report.
B Explore approaches to product marketing nationally and internationally	B1 Research the characteristics of a market B2 Research marketing campaigns B3 Research the application of the promotional mix	
C Develop a plan for a marketing campaign for a new product	C1 Marketing aims and objectives C2 Developing the rationale C3 The application of the marketing mix C4 The marketing campaign C5 Appropriateness of a marketing campaign C6 Formal business reports	

Assessment guidance

This unit is assessed by a controlled assessment set by Pearson and assessed by centre staff, using the assessment criteria detailed in the unit specification.

Pearson will issue assessment material which will require the learners to undertake research on a market for a specific product. They will then use the outcome of this research in a controlled assessment supervised by centre staff in line with procedures laid down by Pearson.

Centres should check the Pearson website for the most up-to-date sample assessment material to get an indication of the structure of the actual assessed task and what is required by learners. The details of the actual assessed task may change, so centre staff are advised to make sure they are up-to-date with the assessment requirements for this unit.



Getting started

Unit 2: Research and Plan a Marketing Campaign

Introduction

The aim of this unit is for learners to be able to recommend a suitable marketing campaign for a product or service. The focus of the activities described in each of the following sections is on the application of marketing principles and practices. Learners will be expected to use marketing terminology in an appropriate context, to apply marketing models to specific products and markets, and to develop research skills that will enable them to formulate a marketing campaign based on best practice.

Learning aim A – Explore how different markets are researched using different models and tools

- Learning aim A concentrates on the role marketing plays in business success, the market research methods businesses use and the main business models used in marketing. Learners must develop an understanding of how to carry out effective market research in preparation for developing their own marketing campaigns in learning aim C.
- Learners need to understand the importance of marketing in ensuring business success. Start with a group discussion in which learners put forward all the roles of marketing they can think of. You could make a mind map of the results. Encourage learners to think about the principles and purposes of marketing as a means of anticipating, stimulating or satisfying demand, and the different approaches that might be taken in each of these cases.
- Once this information has been gathered, encourage learners to work in pairs to research different approaches to marketing. They should look at the way businesses of different sizes and backgrounds market their products and services. They should consider how business size, budgetary constraints, characteristics of the market and the type of product/service being promoted affect the marketing approach an organisation takes.
- A teacher-led presentation on the features, advantages and disadvantages of the main market research methods is a good way to introduce content area A2. Learners should understand the difference between primary and secondary market research, and between qualitative and quantitative data. They should be able to assess the validity of market research findings.
- Ask learners to work in small groups to research the characteristics of different markets, such as market segments, socio-economic groups and market size. They should consider how marketing campaigns must take into consideration the demographic, geographic, psychographic and behavioural profile of the consumers they aim to reach. Ask learners to research a range of products and services aimed at different markets and look at how the marketing campaigns differ according to who the products and services are intended for.
- Bring a range of products and items/pictures depicting a range of services to the classroom. Learners work in small groups and choose one of the items to discuss and research. They should consider:
 - what they think the structure of the market for that product/service would be (e.g. number of firms, market share, market size)
 - whether they think that the market is growing or shrinking, and why
 - who the competitors are for this product/service
 - how the market for this product/service is segmented

- if they were employed by a business offering this product/service, what recommendations would they make regarding new opportunities (e.g. introducing new flavours, opening in new areas, targeting a new customer group), based on market analysis?
- similarly, if they were employed by this business, what do they think are the potential threats to the future success of their product/service?
- Use a presentation to introduce the main business models used in marketing. Cover the STEEPLE model, Porter's Five Forces Analysis, the marketing mix and the extended marketing mix, the promotional mix, product positioning and competitor analysis.
- Following the presentation, give learners case studies of a range of businesses and ask them to use some of the business models to carry out a marketing analysis for the businesses.

Learning aim B – Explore approaches to product marketing nationally and internationally

- Learning aim B requires learners to research the characteristics of a market, to research a range of marketing campaigns and decide whether the aims and objectives of the campaign are SMART, and to research the application of the promotional mix.
- Learners need to investigate how the promotional mix is applied in different market contexts and in relation to different business models – for example, the link between the promotional mix, the marketing mix and the product life cycle. They can present their findings to the group either individually or in small groups.
- Divide learners into groups and ask each group to consider one specific business with which they are familiar. They should choose a product or service offered by the business and look at the intended market for that product/service. They should research the market size, structure and main competitive forces within the market for their chosen product/service.
- Lead a group discussion by asking learners how they would judge the success of marketing activities undertaken by a business. As a class, make a list of markers of success. Ask learners which of the suggested methods of judging success is deemed 'the best' or whether a combination of methods would be advisable. This could also be extended to consider whether there are factors which mean that 'it depends', e.g. based on the size of the business, the type of business or who their customers are (B2B versus B2C), or the form of marketing activity used.
- In small groups, learners research the marketing campaigns used by the businesses they had previously been looking at. They should question whether the business has been successful in marketing the product or service they were promoting. What were the aims and objectives of the marketing campaign? Were they SMART objectives? Was a Unique Selling Point (USP) established? Was the marketing message engaging to the target audience? How were the marketing mix and extended marketing mix employed? Groups present their findings to the class.
- Ask a guest speaker to come and speak to the learners about the application of the promotional mix. The guest speaker should speak about how their business promotes its products and/or services to its target market in relation to advertising, public relations, publicity, sales promotions, direct marketing and personal selling.
- Conclude learning aim B with a question and answer session to ensure learners' understanding.

Learning aim C – Develop a plan for a marketing campaign for a new product

- Learning aim C requires learners to develop and plan a rationale for a marketing campaign for a specific product detailed in the Set Task Brief.

- Learners could be given access to a range of examples of marketing communications such as leaflets, TV advertisements, radio advertisements etc. Their task is to analyse for each example:
 - how they are complying with legislation
 - how they are complying with national guidelines
 - whether cultural issues have been considered
 - whether ethical issues have been considered.

Give learners a real or invented complaint against one of the advertisements and ask them to consider on what grounds they would uphold the complaint or reject it.

- Task learners with using prior knowledge, wider experiences and information provided to define 'sample'. Then encourage learners to think about how they would choose a sample for a survey. Ask them to research sampling techniques and summarise the key points, for example in a tweet, blog or vlog.
- To reinforce this knowledge, give learners a scenario and ask them to decide, for their business, which sampling technique they would recommend. They could 'hot seat' in turn to answer questions from the rest of the group as to why they have chosen this method, why it is more suitable than an alternative, etc.
- Present learners with the results of market research for a range of companies. Ask them to consider the findings, assess the reliability and validity of the data and discuss how best to present the findings.
- A range of activities should be undertaken that enable you to adequately prepare learners for the set assignment. This should involve:
 - research activities in relation to a specific market
 - examples of marketing campaigns in the target market
 - data analysis of market size
 - application of business models, including the extended marketing mix
 - an evaluation of critical success factors in marketing within a given market.
- Learning aim C should also enable the learners to gain skills in how to synthesise their research, which helps them in formulating their own marketing plan and campaign and presenting a business report.
- Learning aim C culminates in learners developing a rationale for a marketing campaign for a specific product or service. They must consider their marketing aims and objectives, develop their rationale and apply the marketing mix to their campaign. Once they have developed the rationale for their campaign, they should evaluate the appropriateness of their campaign. Learners should present their work as a formal business report.

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

This unit links to:

- Unit 1: Exploring Business
- Unit 3: Business Finance

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International Level 3 Qualifications in Business. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Coupland-Smith, H, Phillips J, et al – *BTEC Level 3 National Business Student Book 1* (Pearson, 2016) ISBN 9781292126203.

A student book covering the new BTEC Level 3 NQF course. *Unit 2: Research and Plan a Marketing Campaign* is covered in full.

Armstrong, G, Kotler, P, et al – *Marketing: An Introduction*, 2nd edition (Pearson, 2012) ISBN 9780273762607.

A good introduction to the world of marketing and small business research.

Jakubowski, S – *Revise BTEC National Business Practice Assessments Plus+ Unit 2* (Pearson, 2018) ISBN 9781292256665.

Contains a series of three practice assessments, each covering the research phase of marketing and how to synthesise this research into a marketing campaign.

Kotler, P, Armstrong, G, et al – *Principles of Marketing*, 6th edition (Pearson, 2013) ISBN 9780273742975.

Good sections on developing an integrated marketing mix and marketing analysis.

Journals

Business Review (Philip Allan Magazines)

A journal designed for Business Studies students. It includes relevant theoretical articles and information on companies and markets.

The Economist

A weekly economics and business journal that has regular articles and features about issues related to public sector businesses and the economy. It also has an extensive archive of relevant materials.



Videos

Ted Talks is a great source of online videos of short talks (18 minutes or less), covering a wide range of topics including business and global issues. Search online for 'Ted Talks'.

Websites

A brief summary of marketing and the 7Ps by the Chartered Institute of Marketing (CIM) can be found on their website. Search online for 'Chartered Institute of Marketing' and then search their website for '7Ps PDF'.

A guide to effective marketing, including a flow chart of the marketing process and a marketing tool kit, can be found by searching online for 'cim marketing expert'.

The Times 100 Business Case Studies can be found by searching online for 'Times 100 business case studies'.

A guide to content marketing can be found on the Content Marketing Institute website. This can be found by searching online for 'content marketing institute' and then searching their website for 'what is content marketing?'

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.