



Accredited

# OCR LEVEL 2 CAMBRIDGE TECHNICALS IN BUSINESS

## LEVEL 2 UNIT 5 THE MARKETING PLAN DELIVERY GUIDE

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# INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resourcesfeedback@ocr.org.uk](mailto:resourcesfeedback@ocr.org.uk).

## PLEASE NOTE

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. (This includes the Consolidation suggested activities).

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk).

## OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

The Wolf Review of Vocational Education recommended that all learners studying post-16 qualifications have the opportunity to further develop their English and maths skills, with the aims of:

- achieving a GCSE in English and/or maths at grade A\*-C if they have not already done so or
- making significant progress towards GCSE entry and success if this is some way off for the individual.

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

## OPPORTUNITIES FOR WORK EXPERIENCE

The Wolf Report also recommended that learners have the opportunity to apply their skills and extend their learning outside the classroom through work experience, part time jobs, work shadowing and work placements. There are lots of opportunities within these qualifications to take some of the teaching and learning outside of the classroom and into a work environment. We are working to provide you with resources to support you in achieving this, please visit [www.ocr.org.uk](http://www.ocr.org.uk) shortly for more information.

## KEY



English



Maths



Work experience

# UNIT 5 - THE MARKETING PLAN

Guided learning hours : 30

Credit value: 5

## PURPOSE OF THE UNIT

Marketing is a key business function covering a wide range of activities and employing many people. This unit focuses on developing the knowledge and skills necessary to begin to understand the role of marketing within an organisation. Most people who start to work in marketing will be involved in promotional activities; this unit focuses on promotional activities in order to help prepare the learner for the working environment.

Many young people entering the world of work will be employed by small organisations and some will start up their own small business venture. This unit focuses on applying basic marketing concepts to a micro-start up business in order to help learners understand some of the challenges that they could face in the future.

By the end of this unit learners will have developed an understanding of marketing concepts used by businesses and will be able to produce an outline marketing plan for an organisation based on the 4P's concept of marketing. The unit will also help learners to gain a basic understanding of a range of promotional activities and be able to plan simple costed promotional activity for a start-up business.

Marketing is about identifying customers and developing products and services which meet their needs and expectations and then communicating effectively with them. It relates to employment in both the public and private sector. This unit will help learners to understand the importance of marketing and links closely with other units including Personal Selling in Business and Customer Relations in Business.

Learning Outcome (LO)	Pass The assessment criteria are the pass requirements for this unit.  The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
The learner will:			
1 Understand marketing concepts used by businesses	P1 assess own business proposition using marketing concepts		
	P2 justify types of promotion for a micro start-up business drawing on evidence of success or failure in the marketplace		
2 Be able to plan marketing and promotion	P3 plan marketing for a micro start-up business that is relevant to customer needs		
	P4 plan costed promotional activity for a micro start-up business that is appropriate for customer groups	M1 Explain how the promotional activity for the micro start-up business is relevant to the needs of the target customers	D1 Produce a marketing mix for the micro start-up business for a particular product or service relevant to the target customer group

*P = Pass, M = Merit, D = Distinction*

## LEARNING OUTCOME 1 - UNDERSTAND MARKETING CONCEPTS USED BY BUSINESSES

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Understand marketing concepts used by businesses	P1 assess own business proposition using marketing concepts		
	P2 justify types of promotion for a micro start-up business drawing on evidence of success or failure in the marketplace		

*P = Pass, M = Merit, D = Distinction*

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Introduction to Marketing - Slogans 	Learners could be given a list of product slogans and asked to identify the associated product - this could be an individual or group activity. This activity illustrates the power of advertising and how learners are exposed to advertising on a daily basis. Once the slogans are identified, learners can be introduced to the concept of Target Markets and identify the markets that the companies/products are aimed at. This is a fun way to introduce the topic and an opportunity to have a class discussion once the activity is completed. The lesson element 'Introduction to marketing' could be used to support this activity.	20 mins	P1 assess own business proposition using marketing concepts
2 Marketing Campaigns 	The lesson element 'Marketing Campaigns' is a PowerPoint which learners could view to help with understanding of the theories of marketing campaigns. The presentation helps to explain why businesses rely on campaigns working to promote existing or new products/services. The presentation covers the following topics: Types of campaigns, Mass and niche markets, Tactics and purposes of campaigns and who benefits from marketing campaigns. There are some activities included in the presentation which should aid a group discussion on marketing campaigns and inform the learners of valuable and relevant information for this unit.	30 mins	P1 assess own business proposition using marketing concepts
3 The 4Ps and the Marketing Mix 	Learners could be guided to identify a relevant and current product that interests them such as a mobile telephone, computer game, clothes etc. In groups using a flip chart or paper they could analyse the product in terms of the 4Ps (product, place, price and promotion) to show how different businesses use these Ps in order to sell their products. The learners could use a computer to find out locations and prices of the product in a variety of different retail outlets to help with their analysis. The results of this activity can then be fed back to the rest of the class to aid a discussion and enhance their knowledge of the Marketing Mix and how crucial they are in marketing.	1 hour	P1 assess own business proposition using marketing concepts

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
4 The Hamilton Hotel 	Learners could complete the lesson element 'The Hamilton Hotel' which will enable them to test their knowledge of marketing in terms of a new business in the service sector and in particular 'Promotion' within the 4Ps of marketing.	30 mins	P2 justify types of promotion for a micro start-up business drawing on evidence of success or failure in the marketplace
5 Types of Customers 	Learners could write a short article on the 'Importance of customers, good customer service and the types of customers involved in a business' eg Internal and External Customers. They could include their own customer service experience of recent purchases and analyse why repeat business is key to a successful business.	1 hour	LO2: P3 plan marketing for a micro start-up business that is relevant to customer needs
6 Sales promotions within supermarkets 	As a research task learners could investigate how supermarkets use a variety of different sales techniques in order to sell products to increase the businesses profits. The research could be completed by visiting a store or looking on the internet or advertisements in newspapers showing the weekly special offers such as 3 for the price of 2, Buy One Get One Free (BOGOF), 3 for £10, 50% free, extra points etc. If any learners have money off vouchers these could be shared to show the different types of vouchers that consumers are given to entice them to shop again in the store. A discussion could take place on the loyalty cards that the different supermarkets have and how the points can be spent not just in the store but on experiences etc.	1 hour	P1 assess own business proposition using marketing concepts
7 Junk mail 	Learners could be asked to collect any junk mail sent directly to their house or leaflets that are delivered in an average week and bring them in to share. At seasonal festivals this would increase. The direct mail examples could then be analysed and a discussion take place about why businesses use these types of marketing as they can be costly. Questions could be asked about: Has anyone ever bought something or gone to an event because of a flyer that has come through the door, received SPAM on email or door to door personal selling.	30 mins	P2 justify types of promotion for a micro start-up business drawing on evidence of success or failure in the marketplace
8 Promotional Mix and USPs in traditional and well established businesses 	Learners could think of an existing product that has had a long product life cycle such as Cadbury Dairy Milk, Kelloggs Corn Flakes, Bisto etc. Learners could produce a report that details the different promotional materials in terms of the product mix that the business has used over the years to achieve constant sales. Using the internet learners will be able to watch old advertisements, look at past advertising campaigns, and in their report could describe what components of the promotional mix the business has used in the past and present in order to maintain its market position.	2 hours	P2 justify types of promotion for a micro start-up business drawing on evidence of success or failure in the marketplace  LO2: D1 Produce a marketing mix for the micro start-up business for a particular product or service relevant to the target customer group

## LEARNING OUTCOME 2 - BE ABLE TO PLAN MARKETING AND PROMOTION

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
2 Be able to plan marketing and promotion	P3 plan marketing for a micro start-up business that is relevant to customer needs		
	P4 plan costed promotional activity for a micro start-up business that is appropriate for customer groups	M1 Explain how the promotional activity for the micro start-up business is relevant to the needs of the target customers	D1 Produce a marketing mix for the micro start-up business for a particular product or service relevant to the target customer group

*P = Pass, M = Merit, D = Distinction*

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Market Research Activity 	Either use one of three suggested products that learners will relate to OR chose another suitable product, for example a brand of mobile phone, soft drink or trainers. The learners could discuss how to research a product and get people's opinions on that specific product. Learners could research information on how to write questionnaires as part of their learning. The lesson element 'Market research activity' includes a task sheet that learners could use to help them write some market research questions for respondents. Once the research is completed the learners could produce a short presentation which will show their results to the group. This will enhance their presentation and communication skills within a classroom setting. This activity is a brief introduction to Primary Research.	1 hour	LO1: P1 assess own business proposition using marketing concepts
2 Vegran Bar 	Using the case study on a company called 'Vegran' learners will have the opportunity to devise two separate questionnaires on the launch of a new healthy cereal bar. One questionnaire will be given to consumers who are able to taste the new bar and offer their opinions on the flavour. The other questionnaire seeks to gain opinions from consumers in order to judge if they would purchase the bar without having the opportunity to taste it first. This will give the learners practise in writing questionnaires for two different groups of people and show how clear and concise the questions have to be in order to gain the desired relevant information for business purposes. Learners could research information on how to write questionnaires as part of the section.	1 hour	P3 plan marketing for a micro start-up business that is relevant to customer needs

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
3 Analysing Results 	Using the lesson element 'Analysing results' learners could look at statistical data provided from a customer survey and interpret the information as if they worked within a marketing department in a business. This task will enhance their marketing knowledge and introduce them to the idea of Target Markets and Market Segmentation on a small scale.	30 mins	P3 plan marketing for a micro start-up business that is relevant to customer needs
4 Find out the information 	Learners could use the lesson element 'Find out the information' to carry out internet research about events or businesses that have happened in the past. This task shows learners that using the internet as a secondary source of research can produce different results as not all the class of learners will discover the same answers. It should also aid as a discussion on which information you should trust for research purposes. It briefly introduces Secondary Research to the learner before they look at research in more depth.	45 mins	P3 plan marketing for a micro start-up business that is relevant to customer needs
5 Product development 	Teachers could select a variety of different products that have been developed over the years to form new products such as the iPod - with its larger memory and slimmer design or Kit Kats - with the different flavours, sizes, packets etc. From this learners should see how one product can develop into another 'new product'. Learners could then devise their own product development of an everyday product eg shampoo and create a paper based advert showing how it has developed into a new design and highlighting the new features and benefits of this 'new' product for the consumer.	1 hour	P3 plan marketing for a micro start-up business that is relevant to customer needs
6 Pricing strategy 	Using the lesson element 'Pricing strategies in business', learners could devise their own strategies for a new or existing product ensuring that they have examples of each strategy. These could then be discussed as a group.	30 mins	P4 plan costed promotional activity for a micro start-up business that is appropriate for customer groups  M1 Explain how the promotional activity for the micro start-up business is relevant to the needs of the target customers

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
7 AIDA 	Learners could watch a variety of different advertisements selected from YouTube and decide upon the message that they are trying to portray in the advertisement according to the Awareness, Interest, Desire or Action. For example, is it an informative advert such as a government awareness advert for Bonfire night, an advert for the latest gadget creating an interest, a self assessment tax advert requiring action from the consumer etc.	1 hour	P4 plan costed promotional activity for a micro start-up business that is appropriate for customer groups  M1 Explain how the promotional activity for the micro start-up business is relevant to the needs of the target customers
8 Target markets 	Learners could watch a variety of different advertisements selected by the tutor and categorise the products/ services and explain why the learners consider the products to be aimed at certain Target Markets.	30 mins	M1 Explain how the promotional activity for the micro start-up business is relevant to the needs of the target customers  D1 Produce a marketing mix for the micro start-up business for a particular product or service relevant to the target customer group







## **CONTACT US**

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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