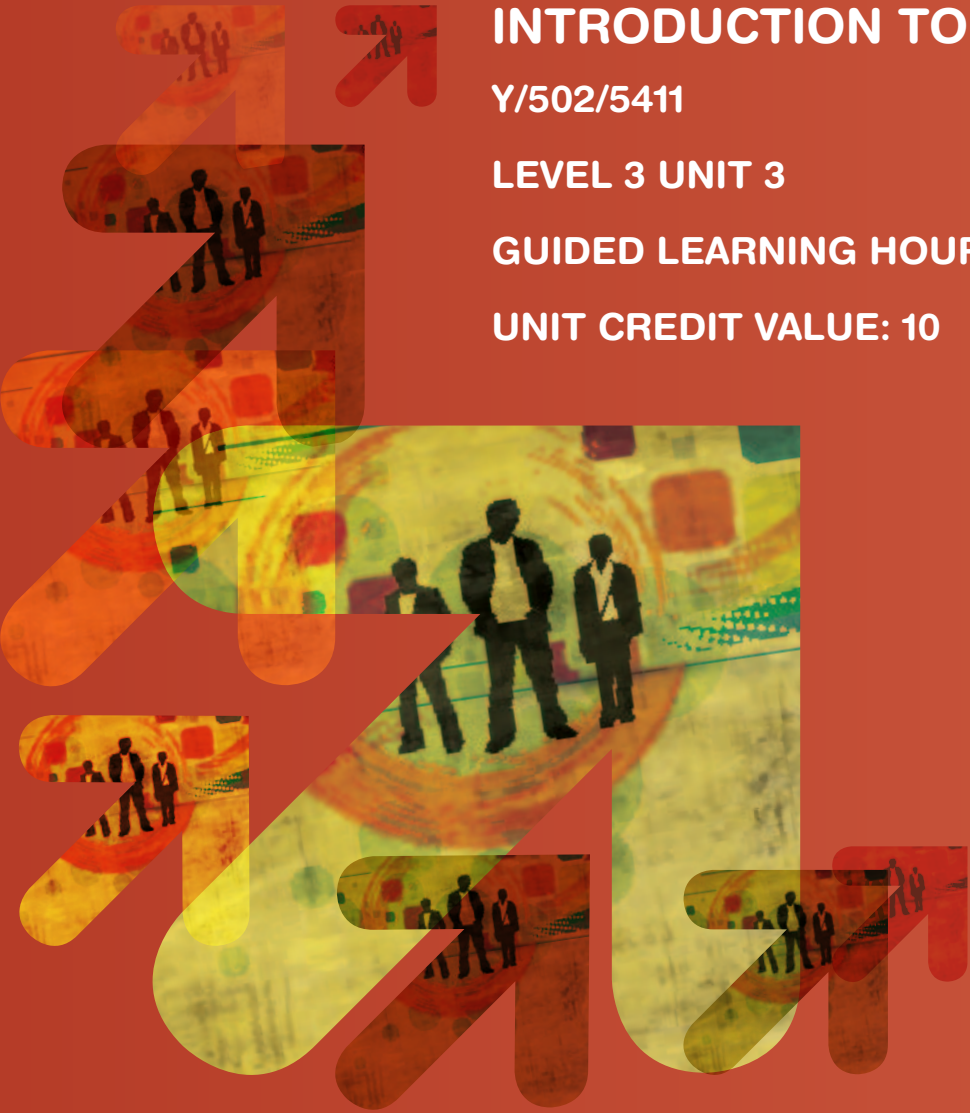




Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN BUSINESS



INTRODUCTION TO MARKETING

Y/502/5411

LEVEL 3 UNIT 3

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



INTRODUCTION TO MARKETING

Y/502/5411

LEVEL 3 UNIT 3

AIM OF THE UNIT

Marketing is a key business function covering a wide range of activities and employing many people. This unit will develop the knowledge necessary to understand key concepts of the marketing mix, marketing planning and marketing research. As an introduction to marketing, the unit will allow learners who study other, specialist marketing units to keep in mind the strategic purpose of the marketing function and how it contributes to business success.

Learners will gain a basic understanding of the role of the marketing function, with particular emphasis on the role of marketing research and how it contributes to marketing planning and the development of a marketing mix for a target group of customers. Learners will have the opportunity to develop, analyse and evaluate key marketing techniques in order to obtain a better understanding of them.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)		Pass	Merit	Distinction
The learner will:		The learner can:	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know the role of marketing in organisations	P1 describe how marketing techniques are used in the marketing of products in two organisations	M1 analyse marketing techniques used in the marketing of products in two organisations	D1 recommend improvements to the marketing techniques in one organisation	
	P2 describe the limitations and constraints of marketing			
2 Be able to use marketing research and marketing planning	P3 describe how a selected organisation uses marketing research to contribute to the development of its marketing plans			
	P4 use marketing research for marketing planning			
3 Understand how and why customer groups are targeted	P5 explain how and why groups of customers are targeted for selected products			
4 Be able to develop a coherent marketing mix.	P6 develop a coherent marketing mix for a new product or service	M2 explain why the developed marketing mix is relevant for a chosen target group of customers	D2 evaluate how the developed marketing mix would need to be modified for a new contrasting target group of customers	

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Learning Outcome 1 Know the role of marketing organisations

Branding

- Product techniques (e.g. product life cycle, new product development, product extension, product line depth and width)
- Pricing techniques, (e.g. cost plus pricing, penetration pricing, price skimming, loss-leader, promotional pricing)
- Place / distribution techniques (e.g. channels of distribution, routes to market)
- Promotional techniques; advertising (e.g. television, press, radio, internet, billboards etc.), personal selling, packaging, direct marketing.

Limitations and constraints including

- Legal: Consumer Credit Act, Sale of Goods Act, Sale and Supply of Goods Act, Consumer Protection from Unfair Trading Regulations, Data Protection Act,
- Voluntary: Advertising Standards Authority Advertising Codes of Practice, Codes of conduct or practice of professional associations, pressure groups
- Organisational; Conflict with other functional areas, (e.g. production, finance, sales), organisational culture
- Ethical.

Learning Outcome 2 Be able to use marketing research and marketing planning

- Objectives; strategic objectives (e.g. profit, growth, revenue, survival, social responsibility) and operational objectives (e.g. SMART targets to achieve the strategic objectives);
- Strategies, (e.g. Ansoff growth strategies, diversification, market penetration, market development, product development; relationship marketing and transactional marketing.)
- Marketing planning process; business mission, external audit and internal audit, setting objectives, determining strategy, implementing marketing techniques, monitoring and evaluation.

- Definition and use of marketing research; information on customers, competition and the marketing environment, contribution to decision making process.
- Types of Marketing Research; Primary (e.g. face to face questionnaires, postal or e-mail surveys, online surveys, focus groups, panels), Secondary (e.g. desk bound research, internet research, research organisations such as Mintel, Office for National Statistics etc.), qualitative, quantitative, internal (eg customer databases, reporting systems, stock control) and external research.

Learning Outcome 3 Understand how and why customer groups are targeted

- Segmentation; definition, characteristics for segmentation (e.g. usage, buying behaviour, age gender, lifestyle, socio-demographics, geographical area, private or public sector etc.)
- Business to business B2B and business to consumer B2C
- Why use market segmentation? (e.g. increase profitability, competitive positioning, improve customer service, retain customers, focus marketing communications)
- Target market segment; choosing (e.g. market size, relevance to available marketing mix, profitability, fit with corporate strategy and objectives).

Learning Outcome 4 Be able to develop a coherent marketing mix

- Marketing mix - 4Ps of Marketing; Product, Price, Place, Promotion
- Segmentation and target markets.

DELIVERY GUIDANCE

Learning Outcome 1

Tutors should aim to introduce the topic by providing a range of marketing definitions, from simple to more sophisticated, and encourage group debate and discussion. Types of customers and customer satisfaction should be explained as central to the marketing function. Through the use of everyday objects such as mobile phones, phone contracts, fashion items, gym or club memberships, tutors can encourage learners to explore concepts such as branding, target customers, as well as techniques relating to the 4Ps of marketing (product, price, place and promotion). Case studies, DVDs, YouTube videos, as well as actual products can all be used to engage learners in activities and introduce the marketing techniques discussed in the teaching content. Once the techniques have been introduced, learners should start to think about how organisations use them when marketing their products and services. Where possible learners should be encouraged to visit local organisations to consider different marketing techniques used.

Tutors should encourage learners to consider a range of limitations and constraints of marketing. Tutors could draw the learners' attention to some of the organisational constraints often faced by marketing professionals within organisations that may not have a marketing focus, or where the management and leadership style are more autocratic and possibly less conducive to a customer focused business approach.

Learning Outcome 2

Tutors could introduce learners to marketing planning by starting with an explanation of strategic and operational objectives with examples from private and public sector, as well as small and large organisations. Group discussion could then focus on academic theory and how marketing objectives fit into this. Plus, how the marketing planning process and models such as Ansoff Growth strategies, PESTLE and SWOT analysis are used. Websites such as "thetimes100" offer a range of case studies that can be used for group discussions and presentations.

Having considered marketing planning, tutors can lead naturally onto the question of where organisations obtain the information necessary for the planning process, which in turn leads into the topic of marketing research.

Whilst there could be some tutor-led input, ample opportunity could be given for learners to investigate different aspects of primary and secondary research and consider a range of research methods using internal and external sources of qualitative and quantitative information. YouTube videos of focus groups and sources of secondary research such as Mintel may be useful. Tutors could then focus on the way that research information is used in the marketing planning process, for example in the development of a PESTLE analysis, a new product development, or a change in packaging or distribution channel.

Learning Outcome 3

Learners should be introduced to the concept of market segmentation, target markets or customer groups. Tutors should explain the characteristics used for segmentation and the reasons why organisations do this. Learners should be able to build on work that they carried out for learning outcome 1 regarding fashion items, mobile phones and phone contracts and consider which segments have been identified and why. Learners could be encouraged to identify why products and services are consumed by people, taking into consideration different ages, backgrounds and socio-economic groups. Learners could work in small groups and feedback their findings as a presentation to their peers. Tutors should also introduce learners to the difference between B2B and B2C markets and how the segmentation characteristics will be different.

Learning Outcome 4

Tutors should introduce the concept of the 4Ps of marketing or the Marketing Mix. Learners must develop their own marketing mix for a new product or service taking into account how this mix may need to be modified in order to meet the needs of different customer groups. A good example to use as the focus for group discussion would be the Blackberry mobile phone which was originally developed primarily for the B2B market and in recent years has been targeted at the B2C market with a different marketing mix.

GUIDANCE ON ASSESSMENT

P1, M1 and D1

Scenario and task: A company is looking to set up a new operation in the UK in order to launch a brand new product. They are not sure how to approach this new market. They want you to feed back to them via presentation describing how marketing techniques are used by two organisations in the UK market.

M1

To achieve a merit you should analyse the techniques used by the two organisations in the UK market.

D1

To achieve a distinction you should demonstrate your marketing skills to the overseas company by recommending improvements that could be made to the marketing techniques used by one of the organisations.

Guidance: Learners should describe how two different organisations use marketing techniques in the marketing of products. Examples of difference could be in terms of size (e.g. a local corner store and a large supermarket), market sector (e.g. B2B and B2C or specialist clothes retailer and a pet shop or food store), market segment or sector of activity (agriculture, manufacturing, retail, service). Learners should refer in general terms to product, pricing, distribution and promotional techniques with at least one example of each for each organisation.

P2

The company would like you to produce a report that describes any limitations and constraints to marketing that they should be aware of when dealing in the UK market.

Guidance: To achieve this criterion, learners should describe the legal, ethical and voluntary constraints that marketers work under in the UK market. They should also refer to some of the organisational constraints that may limit marketers in their course of actions such as financial restrictions, or the organisation being production or sales-led.

P3

Scenario and task: The company wants more information about how market research is carried out by UK firms. You are asked to describe how one organisation uses both primary and secondary marketing research in the development of its marketing plans.

Guidance: Learners should describe how their chosen organisation uses marketing research to provide information for their marketing planning. The description should cover the type of research undertaken (primary, secondary, quantitative and qualitative) as well as the methods used and how the information is used in the planning process.

P4

Scenario and task: The company is keen to ensure that their product launch into the UK market is successful. Using a range of research information you are asked to make recommendations both in terms of marketing planning and as to what further research should be conducted.

Guidance: Learners should use the research provided as a basis for marketing planning. This information could be provided by tutors. Learners could use the information as part of PESTLE or SWOT analyses, to inform marketing mix decisions or to identify new target markets.

P5

The company asks you to identify a group of customers that they should target their new product at. Recommend a customer target group, ensuring that you explain how and why you have chosen that group.

Guidance: Learners should explain the segmentation methods used for market segmentation in both B2B and B2C markets, and provide a variety of examples for different products and/or services.

P6, M2 and D2

Scenario and task: The company decides to commission you to develop a coherent marketing mix for their brand new product aimed at the target customer group you have identified. They would like you to present your proposed marketing mix to them.

M2

To achieve a merit you should explain how your chosen marketing mix is relevant for the chosen target customer group.

D2

To achieve a distinction you should select a different target consumer group and evaluate how your marketing mix will need to be modified to make it relevant to this group.

Guidance: To achieve this task, learners should develop a coherent marketing mix covering all 4Ps for a new product or service, or an existing product or service for a new market. Learners need to clearly describe their product and target market before developing their marketing mix.

M2

As an extension to the task for P6 learners need to analyse why the marketing mix is relevant for a chosen target group of customers. The target group should be clearly identified and each element of the marketing mix should be analysed in terms of relevance to this market. For example, mobile phone design for a teenage market should be fashionable and colourful, which may differ from a B2B market of business professionals.

D2

Learners should evaluate the changes required to the marketing mix developed for P6/M2 in order to be used for a contrasting target market. The new target market should be clearly defined and an explanation provided as to why it is contrasting to the original market. As well as describing the changes to the marketing mix, learners should provide clear justification as to why these changes would meet the requirements of the new target market.

LINKS TO NOS

CfA BAD322 Analyse and report data (Partial)

CfA MKT213 Demonstrate the value of marketing to the organisation (Partial)

CfA MKT121 Define the need for market research (Partial)



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.

Telephone 02476 851509

Email cambridgetechnicals@ocr.org.uk

www.ocr.org.uk