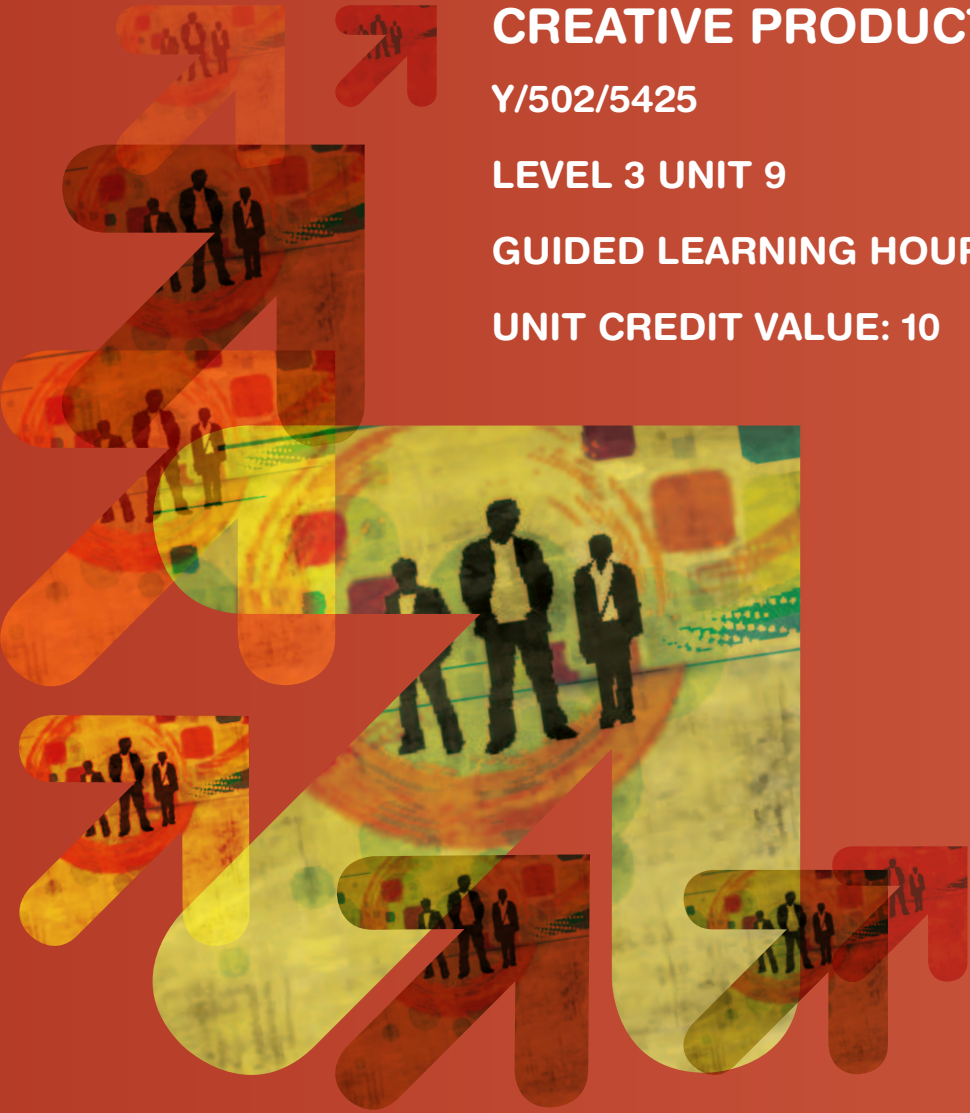




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OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN BUSINESS



CREATIVE PRODUCT PROMOTION

Y/502/5425

LEVEL 3 UNIT 9

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



CREATIVE PRODUCT PROMOTION

Y/502/5425

LEVEL 3 UNIT 9

AIM OF THE UNIT

Product promotion is an important part of the marketing mix. When studying this unit learners will gain knowledge and understanding of the promotional process and the importance of the choice of promotional methods. They will learn about the promotional mix, the role of advertising agencies and the media as well as gaining the skills to enable them to create a simple promotional campaign of their own.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	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:
1 Know the constituents of the promotional mix	P1 describe the promotional mix used by two selected organisations for a selected product/service		
2 Understand the role of promotion within the marketing mix	P2 explain the role of promotion within the marketing mix for a selected product/service	M1 analyse the role of promotion at the introduction phase of the product life cycle for a selected product/service	
3 Understand the role of advertising agencies and the media	P3 explain the role of advertising agencies in the development of a successful promotional campaign		
	P4 explain the reasons behind the choice of media in a successful promotional campaign	M2 analyse the advantages and disadvantages of the main types of media used for promotional activities	
4 Be able to create a simple promotional campaign	P5 design a promotional campaign for a given product/service to meet the needs of a given campaign/creative brief	M3 analyse how your promotional campaign meets the needs of the given brief and make recommendations for how the campaign can be improved	D1 change your promotional campaign to meet the needs of a creative brief for the same product/service but for a contrasting target market

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 constituents of the promotional mix

- Promotional mix: advertising (e.g. TV, press, radio, billboards, yellow pages, trade journals, internet and websites) public relations (e.g. news, press releases, seminar attendance, sponsorship), sales promotion (e.g. discounts, special offers i.e. BOGOF), direct marketing (e.g. postal and e-mail), personal selling.

Learning Outcome 2 Understand the role of promotion within the marketing mix

- Links to other elements of the marketing mix:
 - Product; (e.g. packaging design, use of logos and corporate colours)
 - Place; (e.g. use of Personal Selling as a distribution network)
 - Price; (e.g. discounts, special offers)
 - People; (e.g. use of staff profiles for press releases, seminar attendance)
 - Process; (e.g. staff training for personal selling)
 - Physical evidence; (e.g. use of packaging for special offers, web pages for advertising, mailshots used in direct marketing).
- Links to the different stages of the product life cycle (e.g. introduction, growth, maturity, decline).

Learning Outcome 3 Understand the role of advertising agencies and the media

- Creativity; (e.g. copy / script writing, advertising design, graphic design)
- Media planning; (e.g. determining message, choice of media, when to run a campaign and individual adverts, length of the campaign)
- Production; (e.g. producing advertisements, putting creative ideas into practice)
- Monitoring feedback; (e.g. relative to message, effectiveness of chosen media, reaction of target audience)
- Main types of media; newspapers, magazines (e.g.

- specialist, general), radio, television (e.g. terrestrial, cable, satellite), outdoor (e.g. billboards, posters, airport, bus), internet (e.g. websites, blogs, podcasts, social networking)
- Choice of media; match media choice to promotional objectives and creative style, match objectives with target market, cost, flexibility, life span (e.g. radio short vs. magazine long), geographic selectivity, demographic selectivity.

Learning Outcome 4 Be able to create a simple promotional campaign

- Campaign / creative brief; contents (e.g. background, objectives, target audience, main message, timescale, promotional mix, budget, rationale).

DELIVERY GUIDANCE

Learning Outcome 1

Tutors could introduce the learning outcome by highlighting the everyday exposure that we all have to different promotional activities. Tutors could draw on learners' experiences to introduce the concept of the promotional mix and describe its main types. Learners could use case studies of different products and services to investigate the promotional mixes used. They should then describe the promotional mixes used by two organisations. Learners could present their findings in a variety of ways, for example presentation, photo boards, wall charts/displays, DVD diaries or magazine article.

Learning Outcome 2

Tutors should relate the promotional activities to the wider marketing mix. Tutors could use current advertisements in order to help group discussion on this topic. Learners could work in small groups to find examples of promotional activities, and explore the links to the other elements of the marketing mix. Tutors may need to provide some theoretical input on the concept of the product life cycle, which has particular relevance to promotional activities as they change in nature and intensity across the different stages of the product life. Using a variety of products that the learners will be familiar with (mobile phone, tablet PC etc.) they could explore how promotional activities change from the introduction through to the other stages of the life cycle.

Learning Outcome 3

Learners could explore the main roles of advertising agencies in terms of creativity, media planning, production and monitoring feedback. Websites such as www.adbrands.net will provide learners with information about leading advertising agencies and the campaigns that they are/have been involved in.

In small groups learners could research the range of media that is used within a variety of promotional campaigns. Each group could take a type of media and identify campaigns where it has been used effectively and suggest reasons for its success. Learners could then select a single product from a large organisation and investigate the range of media used to promote it and the interaction between the different types.

Learning Outcome 4

This learning outcome will allow learners consolidate their knowledge and understanding as they start to develop their own promotional campaigns. Tutors should work with the learners to address the role of the campaign or creative brief and discuss the main elements with them. Learners could also consider how briefs would differ when aiming campaigns at different target audiences such as Business2Business, Business2Consumer or different age ranges.

SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

P1, P2, M1

Scenario:

You have just started a month of work experience with a small local organisation. The business owner has little experience of advertising and promotion. She asks you to help her to understand the concept more fully to help drive the business forward.

Task: Produce a report detailing the use of the marketing mix, and explain how promotion fits in with the overall marketing mix for a chosen product or service.

M1 Learners must analyse in some depth how the promotional mix is used during the introduction phase of the product life cycle for a selected product or service. Learners could discuss the use of public relations to generate awareness, sales promotion to incentive customers to try the product or service, extensive advertising to increase awareness and generate interest etc.

P3, P4, M2

Scenario:

Your boss is thinking of doing some promotion for the business but does not understand the role of advertising agencies or the reasons why they might consider using different types of media.

Task: Explain the role of advertising agencies to your boss. Plus, provide examples of different media types that are used in successful promotional campaigns and the reasons they are used.

M2 Learners must analyse the advantages and disadvantages of the main types of media that can be used for promotional activities

P5, M3, D1

Scenario:

Your boss is now really keen to see what can be done to promote their business and wants you to work closely with them to create a simple promotional campaign.

Task: Design a promotional campaign to meet the needs of the given brief. You could use a variety of media types within your campaign.

M3 Learners should analyse how their promotional campaign meets the needs of the given brief and make recommendations for how it could be improved.

D1 Learners should change their promotional campaign to meet the needs of a creative brief for the same product/ service but for a contrasting target market.

LINKS to NOS

CfA BAD322 Analyse and report data (Partial)

CfA MKT332 Design and implement price promotions (Partial)

CfA MKT453 Implement sales promotion activity (Partial)

CfA MKT423 Develop a media plan for advertising products/ services (Partial)

CfA MKT424 Develop an advertising campaign (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.

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