OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 3**

BUSINESS

Unit 7

Marketing campaign

L/507/8154

Guided learning hours: 60

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Cambridge
TECHNICALS
2016

LEVEL 3

UNIT 7: Marketing campaign

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Guided learning hours: 60

Essential resources required for this unit: None

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

To create brand awareness and attract new customers, businesses have many choices of how and where to promote or advertise their products. Marketing campaigns are the application of clear and consistent brand messaging using different promotional methods. In addition to traditional methods such as print advertising and direct marketing, today's multichannel, social-media-driven, mobile world, requires businesses to be more creative and considered when developing their marketing campaigns. This includes email marketing, web-based advertising, mobile marketing and using social networking sites. All these methods of promotion and advertising work in different ways and have different results.

In this unit, you will learn why selecting appropriate marketing methods is crucial for success. You will learn about the marketing mix and the influence of the media as well as other important elements to consider when promoting a product.

By completing this unit, you will understand the importance of digital marketing. You will be able to explore digital marketing methods, including social media and targeted advertising and the role of agencies; for example, advertising and PR agencies.

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

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

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 in their work, although these do not need to be the same ones specified in the unit content.

For internally-assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes The Learner will:	Teaching content Learners must be taught:

1. Understand the purpose of marketing campaigns	(When introducing this learning outcome, tutors should cover the meaning of key terms such as:
	• marketing campaign
	• marketing mix)
	
	1.1. The purpose of marketing campaigns and key factors influencing them, i.e.
	• meet the objectives of a marketing campaign and the wider business (e.g. promote brands, build preference and increase sales)
	• key factors that influence marketing campaigns, i.e.
	   o type of product or service
	   o target audience
	   o stage of the product's life (e.g. new, extension)
	   o availability of resources (e.g. budget, time, skilled employees)
	   o competitor activities
	   o constraints on marketing campaigns
	   o full stakeholder engagement (e.g. all involved parties to work together towards same aim, facilitated team meetings, coordinate different elements of campaign)

2. Understand the elements of the marketing mix	2.1 The main elements of the marketing mix, i.e.
	• product, i.e.
	   o product design (e.g. unique selling point (USP), design mix)
	   o product life cycle
	• price, i.e.
	   o cost plus (mark up) pricing
	   o price-taking
	   o customer based pricing, i.e.
	      ▪ penetration pricing
	      ▪ price skimming
	      ▪ loss leader
	      ▪ psychological pricing
	   o competitor pricing, i.e. impact of recommended retail price (RRP) on competition

Learning outcomes	Teaching content
The Learner will:	**Learners must be taught:**

	• place, i.e.
	  o distribution channels
	  o distribution strategies, i.e.
	    ▪ intensive
	    ▪ selective
	    ▪ exclusive
	• promotion, i.e.
	  o purpose of promotion (e.g. informative, persuasive, aims)
	  o methods of promotion, i.e.
	    ▪ advertising (e.g. TV, press, digital, radio, billboards, trade journals)
	    ▪ sales promotion (e.g. discount, special offers, social networking)
	    ▪ product placement (e.g. within TV or films)
	    ▪ branding (e.g. visual, emotional)
	    ▪ merchandising
	    ▪ packaging
	    ▪ personal selling (e.g. face-to-face selling)
	    ▪ direct marketing (e.g. loyalty cards, direct mail, email, mobile and text marketing)
	    ▪ public relations (e.g. press releases, news, trade events)
	    ▪ sponsorship (e.g. enhancing image, positive publicity, sales)

3. Understand how digital marketing is used and the impact it has on businesses and their customers	(When introducing this learning outcome, tutors should cover the meaning of key terms such as digital marketing (e.g. the marketing of products or services using digital channels/media to reach consumers) 3.1 How businesses use digital marketing, i.e. • digital tools and techniques (e.g. banner advertising, mobile ads, apps, streaming/video ads, social marketing, cookies (e.g. client-based tracking)) • social media (e.g. blog, forums, review sites) • email marketing • affiliate marketing (e.g. working with vendors and publishers) • aggregators marketing/comparison websites • search engine marketing (SEM) (e.g. pay per click) • search, rank and relevance (e.g. search engine optimisation (SEO), customer feedback - CX, CSAT, NPS Net promoter score) • measurement methods (e.g. brand recognition, customer satisfaction, sales – cost of pay per click to the business versus the percentage of people that buy, digital competitive analysis, key performance indicators (KPIs))

Learning outcomes	Teaching content
The Learner will:	**Learners must be taught:**
	3.2 The impact of digital marketing on businesses and consumers, i.e. • accommodates different market segments (e.g. different touch points for target markets, suitability of methods, range of communication) • enables tailoring of 4Ps to reflect opportunities created by digital marketing (e.g. capturing a wider audience through online purchasing) • enables volume, frequency and personalisation of information (e.g. overload, intrusive, pre-selection, tailored, opt-in/opt-out) • creates difficulty or enables ease of access (e.g. non-confident IT user, equipment, technology) • affects reputation (e.g. customer reviews, types of customers to leave positive or negative reviews) • affects costs (e.g. direct spending to targeted audience, efficiency) • changes in consumer behaviour (e.g. customer online reviews, reliability of ratings, validity, reviewer bias, distorted messages, 24/7 global audience) • control management (e.g. awareness of users influencing marketing via online comments, awareness of potential for messages to go viral, taking actions to contain messaging, maintain balance and accuracy)
4. Understand the role of Public Relations (PR) , advertising and digital marketing agencies in business	4.1 The role of public relations (PR) agencies in business, i.e. • promote, protect and enhance businesses using positive messages via media • event planning (e.g. create an event at a venue to promote the business) • media training (e.g. senior public facing staff trained to respond to reporters and journalists' questions) • spokesperson duties (e.g. commenting on behalf of the business) 4.2 The role of advertising agencies in business, i.e. • to provide knowledge and expertise of market • to deliver creativity (e.g. script writing, advertising, graphic design) • media planning (e.g. choice of media, timings, length of campaign, determining message) 4.3 The role of digital marketing agencies in business, i.e. • to manage web presence • to manage social media activity • to bring cutting edge skills and knowledge into the business • to bring experience of specific target groups and knowledge of the most effective channels/platforms to reach them • to deliver creativity in a technological solution (e.g. new brand identity, imaging)

Learning outcomes The Learner will:	Teaching content Learners must be taught:
	4.4 benefits and drawbacks of using agencies (e.g. the cost can be fixed or variable, gives access to specialists and creativity, their knowledge of product or service may be variable, they may prioritise other clients, response to timescales may vary, they provide an independent view, they provide access to detailed demographic information)

5. Be able to plan marketing campaigns	5.1 How to plan a marketing campaign, i.e.
	• rationale for a marketing campaign, i.e.
	  o marketing aims (e.g. main reasons for the campaign)
	  o marketing objectives (e.g. informative, persuasive)
	  o available resources (budget, time, location, agency)
	  o unique selling point (USP) of product or service
	  o clarification of target market and segment
	  o executive summary (e.g. main justifications of the campaign to include measurable outcomes)
	• decisions to be made for a marketing campaign, i.e.
	  o identification of appropriate marketing techniques (e.g. applying coherent marketing mix, planning timescales)
	  o choice of effective channel(s) (e.g. how a particular channel(s) will help the business reach the objectives)
	  o content (e.g. key messages, clear, easy to adapt, interesting)
	  o style (e.g. recognition - creating a consistent visual identity, common look and feel, style of photography, logo, colours, fonts, use of keywords/phrases)
	• how to monitor a marketing campaign, i.e.
	  o consumer reaction
	  o consumer involvement
	  o financial data

6. Be able to pitch planned marketing campaigns	6.1 How to deliver a pitch for a marketing campaign, i.e.
	• identify the key elements of a marketing campaign that need to be communicated in a pitch (e.g. cost, format, duration, audience)
	• how to adapt a campaign pitch for different audiences (e.g. budget holders, creatives)
	• the skills required to deliver a pitch, i.e.
	  o verbal communication skills (e.g. pace, volume, projection, clarity, tone, questioning, answers)
	  o non-verbal communication skills (e.g. body language, eye-contact)
	  o use of tools to aid presentation (e.g. visual aids, memory aids, preparation, notes, delivery aids, rehearsal, practice of timings)

Learning outcomes	Teaching content
The Learner will:	**Learners must be taught:**
	6.2 How to review a pitch for a marketing campaign, i.e. • identifying and gathering feedback (e.g. what was the audience response? What mechanisms can you use to analyse the effectiveness of the pitch? - How do you know that key messages were understood?) • identifying improvements to pitch (e.g. how could the message have been better presented? Could it have been simpler, bolder, more/less aggressive?)

GRADING CRITERIA

LO	Pass	Merit	Distinction
The learner will:	The assessment criteria which are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the Pass and Merit criteria, the candidate is able to:
1. Understand the purpose of marketing campaigns	P1*: Explain the purpose of a marketing campaign for a specific business, including the key factors which influenced them		
2. Understand the elements of the marketing mix	P2*: Explain how a specific business has applied the marketing mix	M1: Compare how two contrasting businesses have applied the marketing mix	D1: Recommend and justify improvements a specific business could make to its marketing mix
3. Understand how digital marketing is used and the impact it has on businesses and their customers	P3*: Describe how a specific business makes use of digital marketing	M2: Analyse how two contrasting businesses have used social media to increase brand awareness	D2: Evaluate the effect of digital marketing on the customers' perception of a specific business
	P4*: Explain the impact of digital marketing on a specific business and its customers		
4. Understand the role of Public Relations (PR) , advertising and digital marketing agencies in business	P5: Explain the role of PR and advertising agencies in the development of a specific marketing campaign		
	P6: Explain how a specific business has used a digital marketing agency		
	P7: Explain the benefits and drawbacks of using agencies for a specific marketing campaign		
5. Be able to plan marketing campaigns	P8*: Plan a marketing campaign for a specific business's product or service	M3: Justify the decisions made in a plan for a marketing campaign for a specific business	

LO	Pass	Merit	Distinction
6. Be able to pitch planned marketing campaigns	P9*: Prepare and deliver a pitch for a marketing campaign for a specific business's product or service, using a combination of verbal, non-verbal skills and presentation tools		
	P10*: Review a pitch for a planned marketing campaign with recommendations for improvement		

ASSESSMENT GUIDANCE

It is important for learners to have the opportunity to learn and apply their knowledge and skills to meaningful substantial tasks, in order to successfully achieve the unit.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR *Guide to Referencing* available on our website: http://www.ocr.org.uk/i-want-to/skills-guides/.

All pass criteria could be assessed by considering one specific business. Careful consideration should be given to the business. Learners choosing a business need to consider if they can meet the criterion.

For LO2, two contrasting businesses are required to meet M1. This could be two businesses that offer contrasting products or services. Alternatively, this could be a business offering products and a business offering services.

For LO3 learners are unlikely to be given access to a business' confidential information (e.g. KPIs) to assess the impact of digital marketing. Learners are not expected to use them in their evidence. However, if they are able to find the KPIs for a business then this information should be used for P4.

For LO4, learners will need to ensure they have sufficient access to information as to how their chosen business has used a digital marketing agency – i.e. for what purpose, the scope of the project, desired outcomes, etc.

For LO5, the evidence required is a plan. There is no expectation for learners to create a campaign for LO5 or LO6.

For LO6, learners must deliver a pitch of their plan for a marketing campaign from LO5. This LO includes the use of non-verbal skills (e.g. body language) and verbal skills (e.g. tone and pace). These necessarily test the ability of the candidate to see, speak and hear. There can be adjustments to standard assessment arrangements on the basis of the individual needs of learners.

It's important that you identify as early as possible whether learners have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and choose a qualification or adjustment that allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is shared between your centre and us. Please read the JCQ booklet *Access Arrangements, Reasonable Adjustments* at www.jcq.org.uk.

SYNOPTIC ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more detail. We have indicated in this unit where these links are with an asterisk and provided more detail in the next section.

*OPPORTUNITIES FOR APPLYING LEARNING ACROSS UNITS

This identifies opportunities for developing links between teaching and learning with other units in the business suite.

Name of other unit and related LO	This unit and specified LO
Unit 1 The business environment LO6 Understand the external influences and constraints on businesses and how businesses could respond	LO1 Understand the purpose of marketing campaigns
Unit 2 Working in business LO5 Understand how to communicate effectively with stakeholders	LO6 Be able to pitch planned marketing campaigns
Unit 3 Business decisions LO4 Understand how marketing information informs business decisions	LO1 Understand the purpose of marketing campaigns
Unit 4 Customers and communication LO4 Be able to convey messages for business purposes LO3 Be able to establish a rapport with customers through non-verbal and verbal communication skills	LO5 Be able to plan marketing campaigns LO6 Be able to pitch planned marketing campaigns
Unit 5 Marketing and market research LO2 Know the constraints on marketing	LO1 Understand the purpose of marketing campaigns
Unit 6 Marketing strategy LO3 Understand digital marketing	LO3 Understand how businesses use digital marketing and the impact it has on businesses and their customers
Unit 13 Management accounting LO1 Understand business costs and pricing methods used by businesses LO2 Be able to use break-even analysis	LO2 Understand the elements of the marketing mix
Unit 15 Change management LO4 Understand the impacts of change on businesses and stakeholders	LO2 Understand the elements of the marketing mix
Unit 16 Principles of project management LO4 Be able to prepare project plans	LO5 Be able to plan marketing campaigns

Name of other unit and related LO	This unit and specified LO
Unit 17 Responsible business practices LO2 Understand the importance of adopting responsible business practices	LO2 Understand the elements of the marketing mix
Unit 22- Delivering a business project LO1 Be able to scope a project	LO5 Be able to plan marketing campaigns

To find out more
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Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**