

Unit 9: Creative Product Promotion

Unit code:	Y/502/5425
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to give learners an opportunity to learn about the promotional mix, and the related topics of buyer behaviour and branding, before going on to design their own small-scale promotional campaign.

● Unit introduction

The promotional side of marketing is probably the one most people are familiar with. We are exposed to marketing communications many times every day and they have become part of our environment. Within the marketing mix, the promotional aspects are concerned with this communication between the customer and the producer. This unit introduces learners to the basic concepts which are applied in the promotions industry.

Effective marketing communication and promotion depend on the understanding of customer behaviour, as well as being able to design promotional campaigns to achieve certain long or short term business objectives.

Modern information and communications technologies have had, and continue to have, a huge impact on this aspect of marketing and learners will explore current promotional campaigns, using some of the concepts included in this unit.

Learners will have the opportunity to consider different ways of promoting products, introducing the promotional mix at a simple level.

The role of advertising agencies and the media is also explored, along with the role of the internet. The choice of media, message and methods, in relation to objectives and constraints, is examined.

Learners will apply the theory by designing a promotional campaign for a selected product to meet the needs of a given campaign or creative brief. This unit gives learners the opportunity to view familiar images and experiences through informed and analytical eyes.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the constituents of the promotional mix
- 2 Understand the role of promotion within the marketing mix
- 3 Understand the role of advertising agencies and the media
- 4 Be able to create a simple promotional campaign.

Unit content

1 Know the constituents of the promotional mix

Promotional mix: element of marketing mix; advertising; personal selling; sales promotion; public relations; direct marketing; sponsorships; purpose and objectives of promotion mix; need to support desired corporate image

Decisions about appropriate mix: cost versus benefits – short term and long term; target market and exposure to media; type of market eg business to business or business to consumer; rapidly changing or relatively stable market; channel strategies; objectives; positioning; branding; competitors; budget requirements; timing requirements

Communications model: sender/receiver; encoding/decoding; noise; feedback; message; media choice

Consumer response hierarchy: AIDA (attention, interest, desire, action); how different promotional methods work at different stages

2 Understand the role of promotion within the marketing mix

Products and services: product range; new product development; product and market trials; quality; quantity; timing; product features and variations (unique selling points); associated services and benefits; style

Price: importance; factors affecting price; pricing strategies

Place: online and/or physical presence; retail; wholesale; direct selling; role of intermediaries (push and pull)

Packaging: eg appearance, message, distinctiveness, appropriateness, functionality, integration in mix

People: importance particularly in services; training and development; consistency of image

Processes: importance in creating/maintaining positive image

Physical evidence: eg colour, sound, tone of voice, language, image, light

Promotional objectives: how business aims and objectives translate into marketing and promotional objectives eg raising awareness of product/service, creating distinctive market presence, increasing market share; targeting relevant audience; attitudes, interests, opinions, aspirations, demographics eg age, gender; business to business (b2b); business to consumer (b2c); promotions; segmentation eg first-time buyers,

Branding: brand values; brand 'personality'; benefits of brand to owner (permits premium pricing; aids differentiation; cross-product promotion); brand extension; brand fingerprinting (all aspects of contact with customers supporting branding values and positioning)

3 Understand the role of advertising agencies and the media

Roles of advertising agencies: services offered such as media planning eg advertisement design, copywriting, graphic design, typography, production; cost options eg in-house versus outsourcing

Types of media: local; regional; national; international; terrestrial; satellite; digital; internet; specialist media eg trade magazines

Criteria for media selection: cost versus coverage; promotional objectives; target audience; focus of appeal eg emotional, empathetic, intellectual; timing; circulation; readership

Role of the internet: disintermediation; direct marketing; one-to-one communications, eg mobile phones

4 Be able to create a simple promotional campaign

Campaign brief: objectives eg target audience, budget

Creative brief: objectives eg to reach a given audience

Selection of content: communication of promotional message eg features, performance, benefits, quality, reliability

Campaign tactics: reach given target group; selection of appropriate media; selection or design of suitable promotional materials/images; text and script according to media type; target audience; objectives; budget; selection of images eg colour, impact, visibility, style, pace; other sensory dimensions; presentation; focus groups; stages – use of storyboards eg mock-up, final proof, review, planning of next stage

Developing a promotion plan: choosing promotion mix; objectives; integration into wider marketing mix; timing; frequency; cost; using promotion plan; media mix; use of internet

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the promotional mix used by two selected organisations for a selected product/service [IE]	M1 explain how promotion is integrated with the rest of the marketing mix in a selected organisation to achieve its marketing aims and objectives	D1 evaluate and justify the use of an appropriate promotional mix in relation to marketing objectives for the selected organisation
P2 explain the role of promotion within the marketing mix for a selected product/service		
P3 explain the role of advertising agencies in the development of a successful promotional campaign	M2 explain the advantages and disadvantages of using professional agencies in ensuring promotional success	
P4 explain the reasons behind the choice of media in a successful promotional campaign		
P5 design a promotional campaign for a given product/service to meet the needs of a given campaign/creative brief. [CT]	M3 provide a rationale for a promotional campaign.	D2 evaluate an existing, national marketing campaign.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit gives learners the opportunity to put together their own product promotion, which allows them to 'tap into' their creativity and provides a wide variety of learning experiences. It also gives tutors the opportunity to involve colleagues delivering courses in drama, art and design and media, who can contribute ideas, show how goals can be met or illustrate new promotional techniques, for example website4design. Delivery should be coordinated with the delivery of other marketing units especially the *Unit: Introduction to Marketing*.

Learners could be introduced to a range of promotional activities via campaigns for products which they are familiar with. The widest possible range of media stimuli should be used, for example case studies such as Benetton and the 'Get Unhooked' shock tactics. These campaigns could be used to show how promotional objectives can be achieved, rooting creative activity in business concepts such as targets for increasing market share. Different types of promotional activity may then be considered, for example sponsorship, direct marketing, corporate image enhancement. This can lead to considering the marketing mix as learners revisit other key factors such as target markets and pricing strategies.

It is important that learners understand the basic communications model and how this is used to design promotional campaigns. Use of the AIDA model will also help them understand the relevance of the promotional mix.

For learning outcome 3, learners need to learn about the role of agencies and the different types of media. Any links with real organisations operating in this area would be useful, and the growing use of the internet and other communication media should be explored.

Learners can consider these aspects of promotion alongside their own promotional designs which will provide a variety of learning experiences. Planning the creation of promotional material may depend on the availability of resources such as art studios, recording studios and drama facilities. Budget will be a key consideration. The precise nature of the promotional activity will also depend on the range of skills and abilities of learners in a given class. Learners will benefit from working in groups but must produce individual evidence of achievement for each assessment criterion.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and the programme of learning
Small-group activity – learners collect examples of promotional material on chosen campaign or brand and produce a poster interpreting the strategy – whole group discussion bringing out promotional mix and issues for consideration
Observations of buyer behaviour for different types of products – introduction to theoretical concepts
Group discussion on extended marketing mix building on learning Unit 1
Pair work analysing extended marketing mix for chosen products
Introduction to branding concepts through combination of discussion based on case study and video material
Pair work finding examples of brand values, brand extension brand fingerprinting – share with rest of group
Introduction to advertising agencies
Visit to advertising agency to learn about how a campaign is developed – production of diagrammatic representation of process
Investigation of each type of media – pair work where learners analyse information and decide when each type of media would be useful – also group discussion of types of media
Assignment 1: Analysing a Successful Campaign and Producing a Report
Group discussion of process of developing a campaign brief for assignment – storyboard, campaign brief, creative brief
Assignment 2: Creating Own Campaign Brief and Presentations
Tutorial support and feedback
Supervised assignment work
Non-supervised study time and completion of assignments

Assessment

In order to pass the unit, learners must meet all the requirements of the pass grade criteria. At its simplest, for P1, this may relate to raising sales or establishing a local profile. For P2, the activity may be connected to the promotion of a selected product as part of the application of the marketing mix as organisations select price points, highlight product quality or secure appropriate placement. In this way, learners can see, and explain, promotional activity in a broader marketing context. This may be taken further to achieve (M1) where learners explain the connection between promotional activity and the achievement of the marketing aims and objectives. This should bring in appropriate aspects from the unit content such as branding. For D1, learners may develop all these ideas by evaluating the effectiveness of their selected promotional campaign in achieving business aims and objectives. Learners should have some idea of expected gains in product sales or service uptake resulting from their campaign. They should balance this against approximate costs so that the project may be evaluated as a success or failure. For D2, learners are expected to evaluate fully an existing, national marketing campaign.

For P3, learners should explain clearly the contribution of advertising agencies towards the promotional success of a selected product. If this is developed further into a full explanation of the relative merits of using professional agencies then M2 can be achieved. For P4, learners need to explain the reasons behind the choice of media for a successful promotional campaign. To do this they should apply appropriately selected areas from the unit.

For P5, the promotional campaign learners design should follow from its associated campaign/creative brief. In designing the campaign learners should apply what they have learned about target marketing and promotional mix. For M3, learners should provide a rationale for their promotional campaign, explaining why it is expected to achieve its goals.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, M1, M2, D1, D2	Interesting promotional campaigns.	You are a researcher employed by a marketing magazine and have been asked to investigate two promotional campaigns that may form the basis of feature articles in future editions of the magazine.	Produce a report describing and explaining the decisions made in two promotional campaigns and fully explain and evaluate one campaign.
P5, M3	Your own campaign.	You have a friend who is setting up a sandwich and snack bar to provide lunches for workers at a local industrial estate and you have agreed to design a promotional campaign.	Design a promotional campaign, present the promotional materials, promotional plan, with timings and costs, and a rationale for all decisions made in developing the campaign.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Business sector suite. This unit has particular links with the following unit titles in the Business suite:

Level 2	Level 3
Business Purposes	Introduction to Marketing
Business Organisations	Market Research in Business
The Marketing Plan	Relationship Marketing
	Internet Marketing in Business
	Website Design Strategy

This unit also links to the draft National Occupational Standards for Customer Service particularly Unit 19, and the National Occupational Standards for Marketing and Sales for Non-Specialists Units 7 and 10.

Essential resources

For this unit learners should have access to a suitable business teaching environment with access to the internet to carry out research. Tutors may consider building a bank of resource materials to ensure there is a sufficient supply of relevant information across a range of business types and sectors.

Learners can generate evidence from a work placement or from work experience. Other Learners may have access to information relating to family owned and run businesses.

Employer engagement and vocational contexts

Centres should develop links with local businesses. Many businesses and chambers of commerce want to promote local business so are often willing to provide work placements, visit opportunities, information about businesses and the local business context, and visiting speakers.

www.businessbritainuk.co.uk provides information about business in Britain and has extensive links to other business and business news sites.

www.fsb.org.uk The Federation of Small Businesses provides information, support and guidance about small businesses in the UK.

Many businesses provide information about themselves. For example, Unilever, can be found at: www.unilever.co.uk.

Indicative reading for learners

Textbooks

Cave S – *Consumer Behaviour in a Week* (Hodder Arnold, 2002) ISBN 0340849711

Chaffey D – *E-Business and E-Commerce Management* (FT Prentice Hall, 2003) ISBN 0273683780

Chaffey D, Mayer R, Johnston K and Ellis-Chadwick F – *Internet Marketing: Strategy, Implementation and Practice* (Prentice Hall, 2008) ISBN 0273717405

Dibb S, Simkin L, Pride W M and Ferrell O C – *Marketing: Concepts and Strategies* (Houghton Mifflin, 2005) ISBN 061853203X

Needham D and Dransfield R – *Marketing: Everybody's Business – Covering European and International Marketing* (Heinemann, 1994) ISBN 0435450255

Journals

Campaign (Haymarket Business Subscriptions)

Marketing (Haymarket Business Subscriptions)

Marketing Week (Centaur Communications Ltd)

Websites

www.amazon.com	Amazon – online shopping
www.bbc.co.uk	The British Broadcasting Corporation
www.bized.ac.uk	Business education website including learning materials and quizzes
www.cim.com	The Chartered Institute of Marketing
www.the-dma.org	The Direct Marketing Association
www.e-bay.com	eBay – online auctions
www.easyjet.com	easyJet main website
www.marketingteacher.com	Free marketing resources for learners, teachers and professionals
www.tesco.com	Tesco

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	evaluating and justifying the use of an appropriate promotional mix in relation to marketing objectives for the selected organisation. (IE6)
Creative thinkers	designing a promotional campaign for a given product/service to meet the needs of a given campaign/creative brief. (CT1)

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	planning and carrying out research into marketing and information within organisations
Creative thinkers	looking at the promotion of different businesses
Reflective learners	setting goals, with success criteria, for researching business inviting feedback on their own work and dealing positively with praise, setbacks and criticism evaluating their experiences and learning to inform future progress
Team workers	working in groups to discuss issues managing activities to reach agreements and achieve results
Self-managers	seeking out challenges or new responsibilities and showing flexibility when priorities change dealing with competing pressures, including personal and work-related demands responding positively to change, seeking advice and support when needed
Effective participators	planning and carrying out research into marketing and information within organisations.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching business organisations
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	tabulating information about marketing
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	finding illustrative materials for presentations and tabulations creating diagrams, presentations and tabulations for information presentation
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring, extracting and assessing the relevance of information from websites about business information and communication
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	bringing together a variety of materials gathered through research preparing business information to present designing a promotional campaign for a given product/service to meet the needs of a given campaign/creative brief
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with other members of a group

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	using numerical data in relation to business information
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	carrying out group work investigating business information making presentations about business information
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading about business information
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	writing reports on business information producing labelled charts and diagrams showing business information.