



Level 3 Diploma in Business and Administration

Unit Title: Introduction To Marketing

Unit Code: EXL3519

EQF Level: 3

Credit Value: 10

Assessment Method: Centre Devised Assignment

PURPOSE 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: |
| LO1 Know the role of marketing in organisations | AC1.1 describe how marketing techniques are used in the marketing of products in two organisations AC1.2 describe the limitations and constraints of marketing | 1M1 analyse marketing techniques used in the marketing of products in two organisations | 1D1 recommend improvements to the marketing techniques in one organisation |
| LO2 Be able to use marketing research and marketing planning | AC2.1 describe how a selected organisation uses marketing research to contribute to the development of its marketing plans AC2.2 use marketing research for marketing planning | | |
| LO3 Understand how and why customer groups are targeted | AC3.3 explain how and why groups of customers are targeted for selected products | | |
| LO4 Be able to develop a coherent marketing mix. | AC4.1 develop a coherent marketing mix for a new product or service | 1M2 explain why the developed marketing mix is relevant for a chosen target group of customers | 1D2 evaluate how the developed marketing mix would need to be modified for a new contrasting target group of customers |



DELIVERY & ASSESSMENT 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.