



## National Unit specification

### General information

**Unit title:** Marketing: An Introduction (SCQF level 4)

**Unit code:** HJ2Y 44

**Superclass:** BA

**Publication date:** February 2017

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This is an introductory unit designed to introduce learners to basic marketing practices and create awareness of the importance of marketing to an organisation. Learners will be introduced to the marketing concept, the marketing mix and market research. This unit is suitable for learners with limited or no prior knowledge or experience of marketing. The unit provides a basis for further study for business in general and marketing in particular as well as enabling learners to develop skills and knowledge relevant to employment.

Where the term 'product' is used for this unit — it can refer to a tangible product, a service or nowadays to aspects such as a celebrity, etc.

### Outcomes

On successful completion of the unit the learner will be able to:

- 1 Describe the importance of the marketing concept to organisations.
- 2 Carry out marketing research for a specific product.
- 3 Describe the marketing mix of a specific product.

### Credit points and level

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4)

### Recommended entry to the unit

Entry is at the discretion of the centre. Learners doing this unit do not need prior knowledge or experience of Marketing. However, achievement of National 3 in Business would be an advantage.

## **National Unit specification: General information (cont)**

**Unit title:** Marketing: An Introduction (SCQF level 4)

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

### **Context for delivery**

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

### **Equality and inclusion**

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **National Unit specification: Statement of standards**

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### **Outcome 1**

Describe the importance of the marketing concept to an organisation.

#### **Performance criteria**

- (a) Describe the marketing concept.
- (b) Describe the benefits to an organisation of adopting the marketing concept.
- (c) Identify the main factors present in a marketing environment.

### **Outcome 2**

Carry out marketing research for a specific product.

#### **Performance criteria**

- (a) Describe a range of primary and secondary methods of marketing research.
- (b) Carry out appropriate primary market research for a specific product.
- (c) Carry out appropriate secondary market research for a specific product.

### **Outcome 3**

Describe the marketing mix of a specific product.

#### **Performance criteria**

- (a) Identify the main elements of the marketing mix.
- (b) Describe the main elements of the marketing mix of a specific product.
- (c) Describe the possible development of the marketing mix in the marketing of a specific product.
- (d) Identify the application of digital techniques as part of the marketing mix.

## National Unit specification: Statement of standards (cont)

**Unit title:** Marketing: An Introduction (SCQF level 4)

### Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

#### Outcome 1

The learner must:

- ◆ describe the marketing concept.
- ◆ describe **two** benefits of adopting the marketing concept.
- ◆ identify **two** factors present in each of the micro and macro marketing environments.

#### Outcomes 2 and 3

The learner must:

- ◆ describe **two** primary and **two** secondary methods of market research.
- ◆ carry out **one** method of primary research and **one** method of secondary research for a specific product.
- ◆ identify the 'four Ps' (ie Product, Price, Place, Promotion).
- ◆ describe the 'four Ps' (ie Product, Price, Place, Promotion) for a specific product.
- ◆ describe **two** examples of digital marketing developments which have influenced the marketing mix decisions for the product.



## National Unit Support Notes

**Unit title:** Marketing: An Introduction (SCQF) level 4

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this unit

This unit is in group awards such as NC Business (SCQF level 4) but can also be taken as a free-standing unit. Learners undertaking this unit are not expected to have prior knowledge and understanding of marketing.

This unit covers the principles of the marketing concept, market research and the marketing mix. Learners are expected to describe the marketing concept and its importance to organisations. They should also describe and carry out market research and apply the marketing mix in relation to a specific product. As outlined earlier, where the term 'product' is used for this unit — it can refer to a tangible product, a service or nowadays to aspects such as a celebrity, etc.

Outcome 1 should provide an overview of the marketing concept. Learners should be able to describe the marketing concept and the benefits of adopting a marketing approach. There should be an emphasis upon customer driven organisations so customer wants are identified and satisfaction is provided by producing what customers want. Learners should also be able to identify the main factors present in the marketing micro environment and macro environment to reinforce the importance of the marketing concept and its interaction with needs, wants and demand for goods or services, etc.

Outcome 2 should promote an overall awareness of a number of forms of primary and secondary research. For example, use of questionnaires, interviews, focus groups, the Internet, newspapers, trade journals, etc. Learners should undertake one method of primary research and one method of secondary research giving reference to how the development of marketing analytics is used to evaluate the success of marketing initiatives.

Outcome 3 should examine the four Ps of the marketing mix, Product, Price, Place and Promotion. Learners should briefly describe the elements of the mix for a specific product or service etc. They should draw conclusions relevant to the marketing mix for a specific product or service, etc based on the market research carried out in Outcome 2. The four Ps should be viewed as open to development and possible changes in the elements examined. Where appropriate learners should refer to digital marketing and how this influences marketing mix decisions.

This unit should prepare learners for progression to relevant units such as *Marketing: Basic Principles and Applications* (SCQF level 5).

## National Unit Support Notes (cont)

**Unit title:** Marketing: An Introduction (SCQF level 4)

### Guidance on approaches to delivery of this unit

Although some theory relevant to all three outcomes requires to be taught, the unit should be approached as practically as possible. The suggested approach to learning and teaching in this unit is by use of practical workshops where possible. It is important that learners not only understand the concepts which are identified in this unit but that they can apply them practically as well.

Learners are to understand that where the term 'product' is used — it can refer to a tangible product, a service or nowadays to aspects such as a celebrity, etc.

In Outcome 1, case studies, videos and corporate websites could be used to help explain the marketing concept, the benefits of such an approach and highlight some of the factors present in the marketing environment that reflect the marketing concept. Learners should be directed towards the development of digital marketing and the growth of new technologies to improve customer experiences and return on investment (ROI), eg Google Analytics. Learners should also be given the opportunity to collect information from a range of sources, eg newspapers, magazines, websites, use of social media, etc. This would aid understanding of the concepts in an organisational context.

In Outcome 2, learners should be given the opportunity to access questionnaire construction websites to help create questionnaires as well as being presented with examples of completed questionnaires. It may be helpful to allow learners to compile a questionnaire or survey and practice conducting field research in small groups. Small focus groups could be introduced to allow learners to gain experience in participating in this type of research.

In Outcome 3, similar resources to those utilised in Outcome 1 could be employed to aid understanding of the marketing mix and how it is used in an organisational context. Possible development of the marketing mix may be discussed as part of a problem-solving activity with reference to similar organisations and researched through websites and company reports.

Access to on-line resources should be made available to provide opportunities for learners to gather additional information relevant to all Outcomes. Learners may be given an opportunity to convey information orally about a situation by giving feedback on their findings to others in their group.

While it would be useful to encourage guest speakers to have some input to the delivery of the unit, it is appreciated that such visits are difficult to arrange. However, input from current marketing practitioners is encouraged whenever possible and practicable. Videos, exercises, case studies and other stimulus materials should be used throughout the unit and a learner centred approach should be adopted at all times.

## National Unit Support Notes (cont)

**Unit title:** Marketing: An Introduction (SCQF level 4)

### Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

#### Outcome 1

It is recommended that this is a closed book assessment; short answer and/or restricted response questions based on a given case study. This could be in written or oral format.

#### Outcomes 2 and 3

It is recommended that this is open book assessment such as an investigation on a specific product (or service or celebrity, etc). Learners could produce a report or written/word processed format but centres should consider other suitable alternatives, eg a blog, wiki, oral presentation, etc.

Time should be allowed for any necessary re-assessments.

It is important that learners' work is authenticated for open-book assessments. Plagiarism should be explained to learners and they could be asked to sign a declaration that all submitted work is their own. Where learner submission is in electronic format, this work could be checked using appropriate plagiarism checking software. Where learners submit a handwritten document the content could be authenticated by asking them to clarify certain points in the submission to clarify their understanding. Additionally, learners could be asked to sign a statement confirming they understand plagiarism and the work they have submitted is their own.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

## National Unit Support Notes (cont)

**Unit title:** Marketing: An Introduction (SCQF) level 4

### Opportunities for developing Core and other essential skills

There is no automatic certification of Core Skills in this unit. However there are opportunities to develop the following:

*Communications:* Components Oral and Written Communications

For example, discussions in focus groups when undertaking market research; written or oral responses on the marketing concept, research findings and proposals for the marketing mix, etc.

*Information and Communication Technology (ICT):* Component Accessing Information

For example, the use of internet when gaining understanding of the marketing concept and developments in digital marketing; also when undertaking market research to retrieve information from a range of sources.

*Problem Solving:* Component Creative Thinking

For example, solving problems and making decisions on marketing mix from carrying out research on a specific product or service, etc.

*Numeracy:* Components Using Graphical Information and Using Numbers

For example, in using basic numbers confidently when collecting and analysing market research findings and presenting these using simple tables and graphs.

Learners could also have the opportunity to develop broader skills in the areas of employability and citizenship and working independently and possibly as part of a group. There are also tasks which will develop skills in creativity and encourage learners to think independently.



## History of changes to unit

Version	Description of change	Date

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## General information for learners

### Unit title: Marketing: An Introduction (SCQF) level 4

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This is an introductory unit which introduces you to basic marketing practices and the importance of marketing to an organisation. You will look at this in the context of a tangible product or a service (or, eg a celebrity) and the impact of the development of digital marketing.

Specifically you will cover:

- ◆ **The marketing concept and why it is important to organisations:** how customers' wants are identified; and the interaction the marketing concept with customer needs, wants and demands for products or services, etc.
- ◆ **Market research:** you will carry out marketing research for a specific product or service etc. using a range of marketing research methods, you will create your own questionnaire. You will examine your findings and reach conclusions.
- ◆ **The marketing mix:** you will cover the 4Ps — product, price, place and promotion.

Assessment for this unit will be outlined by your teacher/tutor but is likely to include responding to questions on a case study (written or orally). You will also carry out an investigation/research on a specific product or service, etc and present your findings and your marketing mix proposals — which could be in the form of a short report or presentation or blog or wiki, etc. You may also show examples of the application of new developments in digital marketing, where appropriate.

While undertaking this unit, you may have opportunities to develop aspects of the following Core Skills: *Communication, Information and Communication Technology (ICT), Problem Solving and Numeracy*.

Overall, the knowledge and practical learning you develop in this unit will help improve your employability skills or help you progress to a related unit at a higher SCQF level.