



## National Unit specification

### General information

**Unit title:** Marketing: Basic Principles and Applications  
(SCQF level 5)

**Unit code:** HJ30 45

**Superclass:** BA

**Publication date:** February 2017

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This is an introductory unit designed to allow learners to develop a practical understanding of the basic concepts and practices of marketing. Learners will develop a broad knowledge of key marketing fundamentals such as the marketing mix, target marketing, and market research. This will also include relevant aspects of digital marketing and the potential for analytics. The project-based approach to this unit will allow learner to apply these principles in a marketing context. The unit will provide a basis for further study of business and marketing-related subjects. The unit is also designed to develop skills and knowledge relevant to employment.

### Outcomes

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

- 1 Describe the basic principles of marketing in relation to a specific product or service.
- 2 Apply basic marketing concepts to a new product or service.

### Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

### Recommended entry to the unit

Entry is at discretion of the centre.

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

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### **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 basic principles of marketing in relation to a specific product or service.

#### Performance criteria

- (a) Describe the main methods of market research that could be used in relation to a product or service.
- (b) Describe the main elements of the marketing mix in relation to a specific product or service.
- (c) Describe the main variables used to identify a target market in relation to a specific product or service.

### Outcome 2

Apply basic marketing concepts to a new product or service.

#### Performance criteria

- (a) Create a marketing mix appropriate for a new product or service.
- (b) Identify a target market appropriate for a new product or service.
- (c) Conduct market research to support your marketing decisions.

#### Evidence requirements for this unit

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

Evidence is required to demonstrate the learner has achieved Outcome 1 to the standard specified in the outcome and performance criteria, which must include:

- ◆ description of how **two** methods of market research could be used to help with marketing decisions stating advantages and disadvantages of each method.
- ◆ identification of each of the four main marketing mix elements.
- ◆ **one** example describing how each element of the mix has been used in relation to a specific product or service.
- ◆ identification of a target market for a specific product or service.

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

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Evidence is required to demonstrate the learner has achieved Outcome 2 to the standard specified in the outcome and performance criteria, which must include:

- ◆ **one** piece of market research undertaken by the learner to support the marketing decision(s).
- ◆ identification of an appropriate marketing mix for a new product or service. This should include a brand, features and benefits, a pricing strategy, a promotional strategy and a distribution strategy.
- ◆ identification of **two** variables used to select a target market.

In this unit, learners should refer to relevant digital marketing tools and analytics, where appropriate



## National Unit Support Notes

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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 designed to cover two main areas of marketing. Outcome 1 will allow learners to develop a fundamental knowledge of the concept of marketing — the marketing mix, target marketing, and market research. Learners not only learn the key terms and principles of these areas, but also are able to relate them to the marketplace. It is suggested that relevant industry examples are used

#### Outcome 1 — Key concepts

##### The marketing mix

- ◆ Product — what is a product? Branding, features and benefits, quality, difference between products and services.
- ◆ Price — the importance of price as an income generator, cost vs price, pricing strategies (high price, high quality, low price, low quality, penetration, psychological, premium, economy).
- ◆ Place — distribution channels including manufacture/production, intermediaries (retailers, wholesalers) Users/consumers. Locations, the internet, websites, etc.
- ◆ Promotion — the communications mix, how is the product/service promoted, eg: advertising, PR, sales promotion, direct marketing, personal selling, advantages and disadvantages of different promotional tools, digital tools, use of social media, etc.

Emphasis should be given to the use of digital technologies and the effect of this on the marketing mix, particularly, promotion and place. This could include online adverts; websites; social media platforms (such as Facebook and Twitter); e-mail traffic, etc:

- ◆ Target marketing — specific products are designed to meet the needs of specific people. Who is being targeted, and how can marketers group them together with similar characteristics — where they live, attitudes and lifestyles, likes and dislikes, demographics such as age, income, gender, etc.
- ◆ The importance of market research — gathering information about the market/industry, competitors, consumers or customers — what they like/dislike, the product itself — was the 'marketing mix' appropriate?
- ◆ Primary and secondary research, interviews and surveys, focus groups, observations, field trials, desk research.
- ◆ Use of Search Engine Optimisation (SEO) and analytics, eg google analytics; use of ad words.

## **National Unit Support Notes (cont)**

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Outcome 2 gives learners the opportunity to apply the knowledge from Outcome 1. Learners will develop an appropriate marketing mix for a new product or service. This should include a description of the product, a pricing strategy, a promotional strategy and a distribution strategy. There should also be the identification of a relevant target market appropriate for the new product or service. Learners should conduct a piece of market research to support the decisions. This could include a short survey of potential customers, or secondary research discussing a key trend.

### **Guidance on approaches to delivery of this unit**

The delivery of this unit is flexible. In Outcome 1, teaching methods such as class discussion and groupwork are useful to cover key marketing theory. The use of slides and handouts could be used for reference. Presentations, case studies and other in-class activities will allow learners to demonstrate knowledge and understanding of all aspects of the unit.

Learners should be encouraged to apply marketing knowledge to their own experiences of consuming products and services. It may be useful to contextualise learning within one or a few particular product or service categories such as FMCGs. This would allow learners to research a specific group of products/services in Outcome 1 which will then complement the work to be done in Outcome 2.

In Outcome 2, learners should conduct market research either before they create a marketing mix and target market or after this to test their decisions.

Throughout the delivery of the unit, reference should be made to current digital marketing concepts and trends such as search engine optimisation and analytics.

### **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.

Evidence for this unit can be produced using two separate assessments or as one larger project in two sections. It is suggested that the specific product or service in Outcome 1 and the new product or service in Outcome 2 should be in a similar category. Evidence could take the form of response to questions, short reports or oral presentations. It also could take the form of blogs or wikis or posters, etc.

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.

## National Unit Support Notes (cont)

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### 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).

### 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:

*Problem Solving:* Component Critical Thinking

Learners have to make decisions and create ideas an appropriate marketing mix for a new product or service for relevant audiences.

*Communications: Components* Oral Communication and Written Communication

Learners are to produce content to communicate their understanding of an appropriate marketing mix. Learners may provide evidence in the form of written reports or oral presentations or blogs, 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, on-line adverts, social media platforms, SEO, etc; also when undertaking market research to retrieve information from a range of sources.

*Numeracy:* Components Using Graphical Information and Using Numbers

For example, in using numbers confidently when collecting and analysing market research findings and presenting these using simple tables and graphs to support marketing mix decisions.

The skills and knowledge developed in this unit could also help support enterprise skills and employability skills in the marketing, business or similar sector.

## History of changes to unit

Version	Description of change	Date

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## General information for learners

### **Unit title:** Marketing: Basic Principles and Applications (SCQF level 5)

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 designed to help you develop a practical understanding of marketing. You will develop knowledge of key marketing fundamentals such as the marketing mix, target marketing, and market research. This will also include relevant aspects of digital marketing such as, use of social media, websites and analytics, etc. The unit is designed as a project so you will apply the knowledge by developing ideas for the marketing of a new product of service.

The assessment will be outlined by your teacher or tutor but could include written responses, oral presentations or use of blogs or wikis, etc.

The unit will provide a basis for further study of business and marketing-related subjects. The unit is also designed to develop skills and knowledge relevant to employment.

In this unit, there are opportunities to develop Core Skills in *Information and Communication Technology (ICT)*, *Problem Solving*, *Numeracy* and *Communication*. The skills and knowledge you develop in this unit could help you progress to a marketing-related unit at a higher SCQF level and support employability skills, for example in marketing, business or similar sector.