



## National Unit specification

### General information

**Unit title:** Marketing Mix (SCQF level 6)

**Unit code:** HJ31 46

**Superclass:** BA

**Publication date:** February 2017

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This unit will help learners to develop the knowledge and understanding to enable them to explain each of the marketing mix elements, in the context of consumer and business to business markets. This will also include relevant aspects of digital marketing. This unit is suitable for learners with limited knowledge or experience of marketing. The unit provides a basis for further study for business in general and marketing as well as enabling learners to develop skills relevant to employment.

### Outcomes

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

- 1 Outline the processes involved in product determination.
- 2 Explain the nature and importance of pricing in marketing.
- 3 Explain the elements of the promotional mix.
- 4 Describe the main distribution channels available for B2C (Business to Consumer) and B2B (Business to Business).

### Credit points and level

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

### Recommended entry to the unit

While entry is at the discretion of the centre, learners would normally be expected to have attained one of the following, or equivalent:

*Marketing: Basic Principles and Applications* unit at SCQF level 5

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

**Unit title:** Marketing Mix (SCQF level 6)

### **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**

**Unit title:** Marketing Mix (SCQF level 6)

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**

Outline the processes involved in product determination.

#### **Performance criteria**

- (a) Identification of product characteristics is correctly related to consumer research.
- (b) Classification of products is appropriate to consumer markets.
- (c) Classification of products is appropriate to business to business markets.
- (d) Explanation of the product life cycle is correctly related to product mix decisions.

### **Outcome 2**

Explain the nature and importance of pricing in marketing.

#### **Performance criteria**

- (a) Explanation of price is appropriate to organisational objectives.
- (b) Explanation of factors affecting pricing decisions is correctly related to the other marketing mix elements.
- (c) Description of pricing policy is appropriate to product mix decisions.

### **Outcome 3**

Explain the elements of the promotional mix.

#### **Performance criteria**

- (a) Advertising is explained correctly in terms of online and offline media.
- (b) Identification of sales promotion techniques is related to two contrasting organisations.
- (c) Description of personal selling is related to the sales process.
- (d) Explanation of public relations is appropriate to the organisation and its publics.
- (e) Describe two examples of how digital marketing developments have influenced the marketing mix decisions.

### **Outcome 4**

Describe the main distribution channels available for B2C (Business to Consumer) and B2B (Business to Business).

#### **Performance criteria**

- (a) Explanation of channel structure is related to specific types of organisation.
- (b) Classification of wholesale activity is appropriate to current market trends.
- (c) Classification of retailers is appropriate to current market trends.
- (d) Explanation of different direct distribution channels.

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

**Unit title:** Marketing Mix (SCQF level 6)

### **Evidence requirements for this unit**

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

Evidence that the learner can:

#### **Outcome 1**

- ◆ explain the consumer and industrial characteristics of a product and relate them to final product offerings including branding and packaging with reference to the product life cycle.

#### **Outcome 2**

- ◆ identify the main pricing considerations including skimming, penetration and tactical pricing in line with organisational objectives and relate them to other product mix elements.

#### **Outcome 3**

- ◆ describe the promotional mix elements including advertising, sales promotion, personal selling, public relations (PR) and examples of appropriate digital/social media, and relate them to the organisation's objectives and the meeting of market needs.
- ◆ where appropriate learners should refer to digital marketing and how this influences marketing mix decisions.

#### **Outcome 4**

- ◆ describe the trading and logistical aspects of distribution for different types of organisations and how wholesale and retail activity serves the market place.
- ◆ where appropriate, learners should also refer to the impact of digital technology and how this has impacted on the purchasing process and distribution, such as online buying.

Assessment methods are at the discretion of the centre and it is proposed this unit is assessed holistically and in open-book conditions at an appropriate point in the unit.

Alternatively, Outcome 1 and Outcome 4 could be assessed by closed-book (written or oral evidence).

Whilst there is no prescribed assessment method, centres should give consideration to a variety of methods to gather assessment evidence, eg blog; wiki; presentation; etc.



## **National Unit Support Notes**

**Unit title:** Marketing Mix (SCQF level 6)

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**

The learner should be encouraged to identify examples of products/services with which they are familiar or have an interest in. It is expected that the consumer products will be taken from FMCG markets.

Throughout the unit, learners should be given an awareness of digital marketing, use of social media and the impact of analytics on the marketing mix.

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

This unit is a mandatory unit in range of group awards but can also be taken as a free-standing unit. Learners attempting this unit are expected to have a basic knowledge and understanding of marketing.

Outcome 1 should provide an overview of product determination and should include consumer product characteristics, business to business product characteristics branding and packaging. Organisational objectives could typically include survival, profit and market share.

Outcome 2 should examine pricing decisions and include skimming; penetration and tactical pricing and how these decisions relate to other elements of the marketing mix. To ensure pricing policy is appropriate to product mix decisions learners should be directed to product types including branded, own label and generic.

Outcome 3 should communicate overall awareness of promotion types to include advertising, sales promotion, personal selling and public relations. Learners should be introduced to different types of organisations, eg manufacturers of Fast Moving Consumer Goods (FMCG) and Consumer Package Goods (CPG); consumable durable manufacture and how sales promotion techniques are related to contrasting organisations. Learners should examine the sales process and how personal selling is related to this. Public Relations should be explained and how it is appropriate to an organisation and its publics. Learners should be introduced to current digital technologies including use of social media, sponsored blogs, etc. and how these are used within the key areas of marketing communications.

## National Unit Support Notes (cont)

### Unit title: Marketing Mix (SCQF level 6)

Outcome 4 should examine short and long channel structures and how these are related to specific types of organisations. Learners should be introduced to types of wholesalers, eg cash and carry, specialists, etc. and how wholesale activity is appropriate to current market trends. Different types of retail should be examined, eg department store, independent, etc and how their classification is appropriate to current market trends. Learners should be made aware of the growth in online/internet shopping and how this has impacted on retail distribution.

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, internet research and other stimulus materials should be used throughout the unit and a learner centred approach should be adopted at all times. Case studies and exercises could be used throughout the unit to encourage individual and group activities.

### Guidance on approaches to assessment of this unit

In order to achieve this unit, learners are required to present sufficient evidence that they have met all the performance criteria for each outcome. The assessment instruments used should follow the general guidance offered by SQA assessment model and an integrative approach to assessment is encouraged. Integration can be achieved by the use of case studies which cover more than one outcome as recommended for Outcomes 2 and 3.

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, records of learners achievement should be kept. The records will be available for external verification.

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.

- ◆ This unit could be assessed holistically and in open-book conditions at an appropriate point in the unit.
- ◆ Outcome 1 and Outcome 4 could be assessed by closed-book (written or oral evidence).
- ◆ Outcome 1 could be assessed by means of closed-book restricted response questions and Outcomes 2, 3 and 4 could be assessed by means of a case study under open-book conditions.

It is suggested centres adopt a creative approach to assessments. For instance, blogs could be created with direction from the tutor. These could be created in small groups to assist tutor with monitoring learners input and understanding. This also provided the tutor with the opportunity of providing feedback and interventions where required. Where a case study is used, learners could be given the opportunity to create or amend promotional materials and 'pitch' these amendments to their peers or tutor. Where possible, learners could be introduced to a local business and work alongside them to fulfil the assessment brief. This would assist in preparing learners for employment and provide a 'real-life' experience of learning.

## National Unit Support Notes (cont)

### Unit title: Marketing Mix (SCQF level 6)

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.

Time should be allowed for any re-assessment.

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 the learner submission is in electronic format, this 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.

### 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:

*Communications:* Components Oral and Written Communications

For example, discussions on marketing mix and written responses/exercises on marketing mix and marketing techniques.

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

For example, the use of internet research to retrieve information of market and products from a range of sources. Also looking at the use of social/digital media and other relevant digital marketing tools, etc.

*Problem Solving:* Component Creative Thinking

This could include making decisions on product determination and use of relevant marketing communications. Also ensuring appropriate pricing policies which are related to other product mix elements and are in line with organisations objectives.

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.

## History of changes to unit

Version	Description of change	Date

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## General information for learners

### Unit title: Marketing Mix (SCQF level 6)

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 unit will help you to develop knowledge of each of the marketing mix elements, in the context of consumer and business markets. Where relevant you will look at digital marketing tools, use of social media, analytics, etc.

Outcome 1 provides an overview of product determination and includes consumer product characteristics, industrial product characteristics branding and packaging.

Outcome 2 looks at pricing decisions and includes skimming; penetration and tactical pricing and how these decisions relate to organisational objectives and other elements of the marketing mix.

Outcome 3 is about promotion, including advertising, sales promotion, personal selling and Public Relations (PR).

Outcome 4 covers distribution channels and how these are related to specific types of organisations. You will cover both wholesale and retail.

As part of this unit, you could have access to videos, do internet research, look at case studies and other materials, undertake exercises, etc to support your learning. You will be required to work on your own — however you may also participate in group.

Your teacher/tutor will outline the assessments but this could include written or oral responses and the use of a case study.

Achievement of this unit provides you with the opportunity for the development of aspects of the Core Skills of *Communications, Problem Solving and Information and Communication Technology (ICT)*.

You will also have the opportunity to develop broader skills in the areas of citizenship and employability.

The unit provides a basis for further study for business in general and marketing as well as enabling development of skills relevant to employment.