

## Management of Marketing and Operations

**SCQF:** level 5 (6 SCQF credit points)

**Unit code:** J200 75

### Unit outline

The general aim of this Unit is to develop learners' understanding of the management of marketing and operations for small and medium businesses. The Unit will develop the skills, knowledge and understanding required to make decisions about how to manage these activities effectively. In doing so, the Unit is designed to enhance the employability of learners by enabling them to carry out activities that will contribute to organisational success.

Learners who complete this Unit will be able to:

- 1 Apply knowledge and understanding of how the marketing function contributes to the success of small and medium sized organisations
- 2 Apply knowledge and understanding of how the operations function contributes to the success of small and medium sized organisations

This Unit is available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given *in Unit Assessment Support*.

## **Recommended entry**

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Business (National 4)

Examples of other such relevant prior learning and experiences would be the development of thinking skills, and the ability to work with others. The Unit would also be suitable for those who have demonstrated or are interested in developing enterprising skills.

## **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. For further information, please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Apply knowledge and understanding of how the marketing function contributes to the success of small and medium sized organisations by:**
  - 1.1 Describing types and methods of market research and outlining their costs and benefits
  - 1.2 Outlining the stages of the product life cycle
  - 1.3 Describing elements of the marketing mix
  - 1.4 Outlining ways ICT can be used to contribute to effective marketing

### Outcome 2

The learner will:

- 2 Apply knowledge and understanding of how the operations function contributes to the success of small and medium sized organisations by:**
  - 2.1 Describing factors to consider when choosing a suitable supplier
  - 2.2 Describing consequences of over- or under-stocking for an organisation
  - 2.3 Describing factors to consider when choosing a suitable production method
  - 2.4 Outlining methods of ensuring high quality in production practices
  - 2.5 Outlining how technology can be used to contribute to effective operational activity

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence can be drawn from a variety of sources and presented in a variety of formats. This can include short written responses, participation in group tasks, presenting information to other groups and/or recorded oral evidence. The evidence can be gathered from a variety of tasks and assessments carried out while doing the Unit. Learners should use appropriate business terminology and include, where appropriate, the use of real business examples.

Evidence may be presented for individual Outcomes, or gathered for the Unit. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

## **Assessment standard thresholds**

If a candidate successfully meets the requirements of the specified number of Assessment Standards they will be judged to have passed the Unit overall and no further re-assessment will be required.

The specific requirements for this Unit is as follows:

- ◆ 7 out of 9 Assessment Standards must be achieved.

It should be noted that there will still be the requirement for candidates to be given the opportunity to meet all Assessment Standards. The above threshold has been put in place to reduce the volume of re-assessment where that is required.

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **2 Numeracy**

2.3 Information handling

## **4 Employability, enterprise and citizenship**

4.1 Employability

4.2 Information and communications technology (ICT)

4.4 Enterprise

## **5 Thinking skills**

5.1 Remembering

5.2 Understanding

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

# Appendix: Unit support notes

## Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing this Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support packs*

## Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Approaches to learning and teaching

Topic	Skills, knowledge and understanding	Suggested experiences and activities
Customers	<ul style="list-style-type: none"> <li>◆ how businesses segment their customers in markets</li> <li>◆ how target marketing is beneficial to businesses</li> </ul>	<ul style="list-style-type: none"> <li>◆ enterprising and collaborative learning opportunities, eg creating advertising materials to suit different target markets</li> </ul>
Market research	<ul style="list-style-type: none"> <li>◆ the different methods of field research and their costs and benefits</li> <li>◆ the different methods of desk research and their costs and benefits</li> </ul>	<ul style="list-style-type: none"> <li>◆ Creating market research surveys (which could be linked to collaborative and enterprise learning opportunities). IT skills could be developed by use of word processing software or online surveys to collect information. Spreadsheet/database software could be then used to record and analyse results.</li> <li>◆ Discussing market research results to decide on actions that could be taken to support the business. Results could be generated from a real survey undertaken as part of an enterprise project.</li> </ul>
Product	<ul style="list-style-type: none"> <li>◆ the research and development required to create a product</li> <li>◆ the purpose and development of branding</li> <li>◆ the different introduction, growth, maturity and decline phases of a product's lifecycle</li> </ul>	<ul style="list-style-type: none"> <li>◆ enterprising activities to consider how to improve and enhance products that are already available in the market</li> <li>◆ researching established products and tracking how they have changed over the years</li> </ul>
Price	<ul style="list-style-type: none"> <li>◆ pricing strategies</li> </ul>	<ul style="list-style-type: none"> <li>◆ researching prices charged for similar products by different businesses and discussing findings — learners could make use of price comparison websites</li> <li>◆ providing learners with different scenarios for the launch of new products and asking them to explain suitable pricing strategies</li> </ul>

Place	<ul style="list-style-type: none"> <li>◆ how the competition in an area influences business location</li> <li>◆ how the availability of resources in an area influences location</li> <li>◆ how the costs of premises in an area influences location</li> <li>◆ how government incentives can influence location</li> <li>◆ factors which influence the method of distribution for products</li> </ul>	<ul style="list-style-type: none"> <li>◆ providing learners with different scenarios to stimulate discussions on the best options for locating a new branch</li> <li>◆ researching businesses to discover reasons for their location choice</li> </ul>
Promotion	<ul style="list-style-type: none"> <li>◆ how the advertising helps promote a business</li> <li>◆ how special offers help promote a business</li> </ul>	<ul style="list-style-type: none"> <li>◆ using collaborative and enterprising activities, learners could prepare promotional materials</li> <li>◆ discussing the best method of promotion, based on a given scenario</li> </ul>
Suppliers	<ul style="list-style-type: none"> <li>◆ how price influences choice of supplier</li> <li>◆ how location and transport costs influence choice of supplier</li> <li>◆ how lead time influences choice of supplier</li> <li>◆ how product quality influences choice of supplier</li> <li>◆ how reliability and reputation influences choice of supplier</li> </ul>	<ul style="list-style-type: none"> <li>◆ using collaborative and enterprising learning opportunities, learners could investigate the best supplier for their task/activity</li> </ul>
Inventory (Stock) management	<ul style="list-style-type: none"> <li>◆ the costs of storing inventory (stock) (eg warehousing, security)</li> <li>◆ the risks of storing inventory (stock) (eg theft, obsolescence)</li> <li>◆ cash flow problems from overstocking</li> <li>◆ the loss of profit and reputation from understocking</li> <li>◆ the processes that businesses use to manage their inventory (stock) levels</li> </ul>	<ul style="list-style-type: none"> <li>◆ Completing bin cards to record inventory (stock) received and issued. This would provide an opportunity to develop IT skills, by making use of spreadsheet software</li> <li>◆ Interpreting inventory (stock) graph.</li> </ul>

Methods of production	<ul style="list-style-type: none"> <li>◆ the costs and benefits of capital-intensive production</li> <li>◆ the costs and benefits of labour-intensive production</li> <li>◆ the costs and benefits of job production</li> <li>◆ the costs and benefits of batch production</li> <li>◆ the costs and benefits of flow production</li> </ul>	<ul style="list-style-type: none"> <li>◆ showing video clips of different methods of production used by businesses</li> <li>◆ demonstrating different methods of production, eg by using paper models of cars being assembled individually to demonstrate job production and then working as a class to produce the same model to demonstrate flow production</li> <li>◆ arranging field trips to businesses to examine production methods used or inviting in guest speakers to hear about their production methods</li> </ul>
Quality	<ul style="list-style-type: none"> <li>◆ the costs and benefits of quality control activities</li> <li>◆ the costs and benefits of quality raw materials</li> <li>◆ the costs and benefits of well trained staff</li> </ul>	<ul style="list-style-type: none"> <li>◆ using the internet to research the ways different businesses ensure they produce a quality product</li> <li>◆ reading news articles where quality is highlighted</li> <li>◆ discussing what the class considers to be good quality products and why</li> <li>◆ inviting in guest speakers to hear about their quality measures</li> </ul>
Ethical and environmental	<ul style="list-style-type: none"> <li>◆ the costs and benefits of recycling</li> <li>◆ the costs and benefits of minimising packaging</li> </ul>	<ul style="list-style-type: none"> <li>◆ using the internet to research news articles and company websites which raise ethical and environmental issues</li> <li>◆ using case studies and scenarios that encourage class/group discussion on current ethical and environmental issues</li> </ul>

## **Combining assessment within Units**

Assessment could be combined in this Unit by holistically assessing all the Outcomes of the Unit in a single assessment. When assessment within the Unit is holistic, teachers and lecturers should take particular care to track the evidence for each individual Outcome.

# Administrative information

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**Published:** July 2019 (version 2.0)

**Superclass:** BA

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Assessment standard thresholds added Unit Support Notes Added	Qualifications Manager	September 2018
2.0	Unit code added	Qualifications Manager	July 2019

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