SCQF level 6
Unit Specification

Management of Marketing and Operations

SCQF: level 6 (6 SCQF credit points)

Unit code: J22C 76

Unit outline

The general aim of this Unit is to enhance learners' understanding of the management of marketing and operations within large organisations. 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 enhances the effectiveness of large organisations
2. Apply knowledge and understanding of how the operations function contributes to the success of large 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:

♦ National 5 Business Management Course or relevant Units
♦ National 5 Literacy
♦ National 5 Numeracy

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 learning about entrepreneurial and leadership 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 enhances the effectiveness of large organisations by:

1.1   Explaining how market research can be used to enhance the effectiveness of large organisations
1.2   Explaining how the marketing mix can be used to enhance the effectiveness of large organisations
1.3   Describing the costs and benefits to large organisations of having a product portfolio
1.4   Describing how current technologies are used in the marketing function

Outcome 2

The learner will:

2   Apply knowledge and understanding of how the operations function contributes to the success of large organisations by:

2.1   Describing the features and outlining the purposes of an inventory (stock) management control system
2.2   Explaining methods that can be used to ensure customers receive quality products/services
2.3   Explaining the costs and benefits of production methods used by large organisations
2.4   Describing how current technologies are used in the operations function

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 oral recorded evidence. The evidence can be gathered from a variety of tasks and assessments carried out during the Unit or Course. Learners should use appropriate business terminology and include, where appropriate, the use of real business examples.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through combining assessment in one single activity. 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:

♦ 6 out of 8 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.

1   Literacy

1.2   Writing

4   Employability, enterprise and citizenship

4.1   Employability
4.4   Enterprise

5   Thinking skills

5.3   Applying
5.4   Analysing and evaluating

Amplification of these skills 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
Marketing and Customers	Learners should be made aware of: ♦ the role of marketing in a business and its role in the achievement of business objectives; ♦ what is meant by market-led and product-led and the differences between them	♦ Using the internet to research organisations who have had successful marketing campaigns and those who have had unsuccessful marketing campaigns. ♦ Using the internet to compare a market-led organisation with a product-led organisation.
Market research	Learners should be made aware of: ♦ the different methods of field research and their costs and benefits ♦ the different methods of desk research and their costs and benefits ♦ the use of sampling in market research ♦ the use of market research information to a business	♦ Preparing and conducting market research. ♦ Analysing market research data to aid decision making. ♦ Researching and justifying suitable sampling activities. ♦ Using technological resources appropriately (eg word processing, online survey tools and spreadsheet software) may assist in the preparation and analysis of market research.
Marketing Mix	Learners should be made aware of: ♦ the synergy in the combination of price, product, place, promotion, people, process and physical evidence if marketing of a product is to be successful ♦ possible ways of blending the elements mentioned above and/or consider each as a separate strategy ♦ the impact of one element on another	♦ Investigating the use of successful marketing strategies involving the marketing mix. ♦ Investigating the use of unsuccessful marketing strategies involving the marketing mix. ♦ Using appropriate visits and technological resources (eg online commerce websites) to assist in gathering information about a current successful marketing mix. ♦ Listening to external contributors explain about their marketing mix.
Product	Learners should be made aware of: ♦ the sales revenue/ levels at the research, introduction, growth, maturity, saturation and decline phases of a	♦ Investigating the different lifecycle stages of various products. ♦ Suggesting and justifying appropriate extension strategies. ♦ Evaluating the costs/benefits product portfolios from case

	product's lifecycle	study material.
	♦ the profits at the research, introduction, growth, maturity, saturation and decline phases of a product's lifecycle	
	♦ the use of extension strategies to enhance product sales and profits	
	♦ the costs and benefits of product line product portfolios	
	♦ the costs and benefits of diversified product portfolios	
	♦ Boston Matrix and its use	
Price	Learners should be made aware of the following pricing strategies and the advantages and disadvantages of each: ♦ cost-based (cost plus) ♦ competition-based ♦ skimming ♦ penetration ♦ price discrimination ♦ destroyer ♦ loss leaders ♦ premium ♦ promotional ♦ psychological	♦ Participating in discussion and informed debate (using real-life contexts and experiences) will exemplify how product type, business size, business objectives and market structure affect the pricing strategy (eg premium, competitive or low) chosen for a product. ♦ Using appropriate technological resources (eg price comparison websites) will assist in the analysing pricing strategies used by different businesses. ♦ Listening to external contributors explaining about the importance of their pricing strategies.
Place	Learners should be made aware of: ♦ the costs and benefits of using wholesalers ♦ the costs and benefits of using different types of retailers ♦ the costs and benefits of using direct sales ♦ the costs and benefits of different channels of distribution ♦ the overall channels of distribution available to businesses	♦ Surveying local businesses for channels and methods used. ♦ Researching and justifying suitable channels for different scenarios. ♦ Researching and justifying suitable methods for different scenarios. ♦ Attending field trips to local business areas to investigate reasons for their distribution channel and method choices.

		♦ the use of, and costs and benefits of, e-commerce	♦ Listening to external contributors talk about the importance of their distribution channel and method.
Promotion	Learners should be made aware of: ♦ 'Into the pipeline' activities and how they promote a business ♦ 'Out of the pipeline' activities and how they promote a business ♦ 'Above the line' activities and how they promote a business ♦ 'Below the line' activities and how they promote a business ♦ the importance of ethical practices in developing positive customer relations		♦ Investigating the key features which make promotions effective. ♦ Surveying local businesses for promotions being used. ♦ Listening to external contributors explain about the importance of their promotional activities.
People, Process and Physical evidence	Learners should be made aware of: ♦ the way people can be used as part of an extended marketing mix to further enhance marketing effectiveness ♦ the processes that can be used as part of an extended marketing mix to further enhance marketing effectiveness ♦ the physical evidence that can be used as part of an extended marketing mix to further enhance marketing effectiveness		♦ Investigating the use of successful marketing strategies involving the use of people and/or processes/ or physical evidence eg customer satisfaction, level of after sales service, how customer satisfaction is monitored, controlled and evidenced. ♦ Investigating the use of unsuccessful extended marketing strategies involving the use of people and/or process and/or physical evidence. ♦ Listening to external contributors explain about their marketing strategy involving use of people and/or process and/or physical evidence.
Inventory (Stock) management	Learners should be made aware of: ♦ features, costs and benefits of just-in-time inventory (stock) control ♦ storage and warehousing of inventory (stock) ♦ logistical management of inventory (stock)		♦ Choosing suitable inventory (stock) storage for businesses from a case study or scenario. ♦ Listening to external contributors talk about their inventory (stock) management choices.
Production methods	Learners should be made aware of:		♦ Investigating production methods used by different businesses.

	♦ production methods used by large organisations (job, batch, flow) ♦ the costs and benefits of capital-intensive, mechanised and automated production ♦ the costs and benefits of labour-intensive production ♦ reasons for production choices and the effect of that choice on efficiency	♦ Recommending suitable production methods for products. ♦ Using technological and media resources (eg technology and news websites) to demonstrate different methods of production. ♦ Attending field trips to businesses to examine production methods. ♦ Listening to external contributors explain about their production methods.
Quality	Learners should be made aware of: ♦ the importance of quality to the organisation and the customer ♦ the costs and benefits of a range of methods of ensuring quality ♦ the distinction between quality control methods (inspection) and quality assurance methods (prevention) ♦ the costs and benefits of quality standards and symbols ♦ the costs and benefits of benchmarking ♦ the costs and benefits of quality circles ♦ the costs and benefits of a mystery shopper ♦ the inter-relationship between quality and motivation and training	♦ Investigating methods used by different businesses to provide quality products. ♦ Recommending suitable methods to enhance the quality of products. ♦ Using a range of media to consider consumer view points on quality — watching consumer affair programmes/magazines. ♦ Attending field trips to businesses to examine quality activities employed. ♦ Listening to external contributors explaining how they ensure quality in their products.
Ethical and environmental	Learners should be made aware of: ♦ the costs and benefits of fair trade activities ♦ the costs and benefits of environmental responsibility ♦ the costs and benefits of ethical operations ♦ waste management and control, factors influencing waste management	♦ Investigating fair trade activities undertaken by businesses. ♦ Investigating environmental activities of large businesses. ♦ Investigating unethical activities of large businesses. ♦ Listening to external contributors explaining what they do to be ethical and environmentally responsible.

Technology	Learners should be made aware of: Uses of technology in operations and marketing, and the costs of benefits of using it, for example: ♦ Computer-aided design (CAD) ♦ Computer-aided manufacture (CAM) ♦ Electronic point of sale (EPOS) for market research ♦ Electronic point of sale (EPOS) for inventory (stock) control ♦ Electronic market research methods ♦ Internet advertising ♦ Internet-based direct sales ♦ Targeted online advertising and purchasing 'recommendations' ♦ Databases ♦ Electronic viral marketing (eg social networking)	♦ Using current businesses as case studies to illustrate how technology is used in the management of marketing and operations. ♦ Using appropriate technological and media resources (eg technology and news websites) to keep up-to-date with contemporary examples of technology being used by business and its impact on business activity. ♦ Listening to external contributors explain how the marketing and operations of their business is affected by technological factors.

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

Published: July 2019 (version 4.0)

Superclass: BA

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	The word 'varied' removed from AS 1.3 and the word 'contemporary' removed from AS 2.3 to increase flexibility.	Qualifications Development Manager	April 2014
2.0	The word 'inventory' added to the Assessment Standard 2.1, to take account of international accounting terms.	Qualifications Manager	August 2015
3.0	Level changed from Higher to SCQF level 6. Unit support notes added. Assessment standard threshold added.	Qualifications Manager	September 2018
4.0	Unit code updated	Qualifications Manager	July 2019