

## **SQA Advanced Unit Specification**

### **General information**

**Unit title:** Marketing Planning: Domestic Market (SCQF level 8)

**Unit code:** HP09 48

**Superclass:** BA

**Publication date:** June 2018

**Source:** Scottish Qualifications Authority

**Version:** 02

### **Unit purpose**

This unit is designed to enable the learner to evaluate the current marketing environment and develop a marketing plan for a contemporary organisation, suitable for the domestic market. The unit explores how the marketing planning process works; the stages of the marketing planning process; how to carry out a marketing audit; setting objectives and strategies; designing and organising a marketing planning system; and how to schedule and cost the plan. In line with the title, this unit focuses on the domestic market of an organisation — the international variables are not covered.

### **Outcomes**

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

- 1 explain how the marketing planning process works
- 2 conduct a marketing audit for an organisation
- 3 select and justify a strategy for an organisation to secure competitive advantage
- 4 specify the marketing mix for the implementation of specific product strategies
- 5 select control systems for a marketing plan

### **Credit points and level**

2 SQA Credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

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### Recommended entry to the unit

Access to this unit is at the discretion of the centre. However, it would be beneficial if the learner has good communication skills and competence in relevant SQA Advanced Units at SCQF level 7, eg *Marketing: An Introduction* or *Marketing Practice: An Introduction* or equivalent.

### Core skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 6

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

### 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).

## **SQA Advanced 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**

Explain how the marketing planning process works.

#### **Knowledge and/or skills**

- ◆ Marketing analysis
- ◆ Marketing strategy
- ◆ Marketing planning
- ◆ Marketing programmes
- ◆ Market-led organisations
- ◆ Marketing role

### **Outcome 2**

Conduct a marketing audit for an organisation.

#### **Knowledge and/or skills**

- ◆ Marketing audit
- ◆ Micro environment
- ◆ Macro environment
- ◆ Environmental analysis tools

### **Outcome 3**

Select and justify a strategy for an organisation to secure competitive advantage.

#### **Knowledge and/or skills**

- ◆ Competitive advantage
- ◆ Strategic marketing tools
- ◆ Alternative marketing strategies
- ◆ Segmentation strategies

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### Outcome 4

Specify the marketing mix for the implementation of specific product strategies.

#### Knowledge and/or skills

- ◆ Product positioning
- ◆ Brand strategies
- ◆ Digital technologies
- ◆ Marketing mix decisions

### Outcome 5

Select control systems for a marketing plan.

#### Knowledge and/or skills

- ◆ Control systems
- ◆ Objective setting
- ◆ Quantitative and qualitative measures
- ◆ Budget components
- ◆ Digital technologies
- ◆ Review and evaluation

#### Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can develop a 6–12 month operational marketing plan for a new or modified product or service. To ensure all evidence requirements are covered, learners must:

- ◆ explain stages in the marketing planning process:
  - mission
  - situational analysis
  - objectives
  - action plan
  - communication strategy
  - monitoring and control
- ◆ explain the changing role of marketing characteristics of marketing-led organisations:
  - characteristics of a market driven strategy
  - the influences of digital technology in creating, communicating and implementing effective marketing plans
- ◆ explain the key components in a marketing audit including the use of digital technologies when undertaking a marketing audit.

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- ◆ analyse the micro environmental influences and the macro environmental influences using appropriate tools.
- ◆ produce a SWOT analysis.
- ◆ use two strategic marketing tools.
- ◆ explain the relevance of market segmentation and select segments that your organisation would target.
- ◆ select and justify two marketing strategies for an organisation to achieve competitive advantage.
- ◆ create a product positioning statement(s) appropriate to the conditions outlined.
- ◆ identify product strategies.
- ◆ explain how digital technologies can be used to lever brand strategies.
- ◆ specify the marketing mix **or** modified marketing mix for the implementation of specific brand strategies.
- ◆ explain the importance of control systems in marketing planning.
- ◆ identify the objectives against which the marketing plan will be evaluated.
- ◆ select different quantitative and qualitative measures to be used in evaluating the effectiveness of the marketing plan.
- ◆ identify the major components of a marketing plan budget.
- ◆ outline how digital technologies, including digital analytics, may support the evaluation of the marketing plan.
- ◆ outline how the marketing plan will be reviewed, including where responsibility will lie for evaluation of different aspects of the marketing plan.

### Assessment guidance

This unit has been designed holistically to be assessed by one single project requiring learners to prepare an operational marketing plan for a new or modify an existing product/service for a given or selected organisation. This plan can be built up in stages, relating to each of the outcomes to enable on-going assessment and feedback as the learner progresses through the unit. More details on assessment can be found in support notes.

### SQA Advanced 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 80 hours.

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

This unit is about developing a marketing plan for an organisation. This could involve the proposed introduction and launch of a new or modified product/service, a new programme, new event, new market or business opportunity, etc. As per the unit title, the content concerns the marketing planning for a domestic market and international marketing variables are not covered. However, learners may need to be aware of the operation of international firms/organisations operating in the domestic market of their chosen organisation. The following notes give additional information/advice on each outcome:

##### Outcome 1

**The planning process:** mission statement; situational analysis; objectives; action planning; communication of the plan; monitoring and control (review).

**Marketing's role in a market-led organisation:** consumer sovereignty, features of marketing orientation; marketing as an integrated philosophy for all parts of the organisation; capabilities; capability/customer match; superior performance.

**Digital technologies:** the customer experience, customer engagement including social/digital media; sharing platforms; e-commerce; data/digital analytics, etc.

##### Outcome 2

**Micro environmental influences:** the company/organisation; shareholders/investors; customers; suppliers; intermediaries; competitors; publics; media.

**Macro environmental influences:** political; legal; environmental; economic; societal; technological factors.

**Environmental analysis:** link to marketing audit, such as SWOT; PESTEL; Porter's Five Forces, etc.

##### Outcome 3

**Competitive advantage:** any appropriate definition, eg Porter's Five Forces.

**Strategic management tools:** such as Porter's Five Forces; Hambrick and Fredrickson's Strategy Diamond; Ansoff matrix; BCG Matrix.

**Alternative strategies:** such as challenger; leadership; niche; penetration; extension; joint venture; alliance; collaboration; online; omni-channel.

**Segmentation strategies:** including undifferentiated; differentiated; concentrated; variables available for segmentation; digital segmentation, etc.

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### Outcome 4

**Brand:** any acceptable definition

**Branding strategy:** national brand; own label; generic; brand extensions; multi-brand; online brand, etc.

**Product positioning:** positioning mapping, product quality, value, performance, digital.

**Levering brands (digital):** social media; mobile; consumer technologies (eg internet of things such as Amazon Echo; Google Home; apps within white goods to feedback to the manufacturer, etc), 'the cloud'.

**Specific mix decisions:** including product, price, place, promotion, people, processes, physical evidence.

### Outcome 5

**Importance:** distribution of finance/resources, effectiveness, achieve objectives.

**Objectives:** increased market share, consumer awareness, profitability.

**Use of the marketing budget:** methods of setting the budget, marketing costs — selling, advertising, sales promotion, distribution, marketing research.

**Qualitative:** customer satisfaction, opinion, views.

**Quantitative:** sales forecast; value/volume; market share; or penetration.

**Digital technologies:** use of in gathering data, eg digital analytics, social media, consumer engagement, etc.

## Guidance on approaches to delivery of this unit

It is envisaged that an integrated approach to teaching the unit will be adopted whereby the learners will appreciate the importance of marketing planning and its component parts. The order of teaching should be such that it allows learners to build their plan as they progress through the outcomes of unit.

As the notional teaching and learning of 80 hours has been suggested for this unit a **suggested** guide for the delivery is:

Outcome 1:	10%
Outcome 2:	20%
Outcome 3:	20%
Outcome 4:	40%
Outcome 5:	10%

**NB:** These figures are only given as a guide and are not mandatory.

It is envisaged that the unit may be delivered to a variety of learner groups and whenever possible, the teaching should be slanted towards their individual needs. Marketing is an integral part of all organisations and as such it should be possible to make the unit relevant to any client group. Where possible, the theory of marketing should be related to situations that are relevant to the specific group of learners.

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Learners should be encouraged to read marketing trade journals, websites, blogs, marketing groups on, eg LinkedIn, business sections of quality broadsheets, etc in order to ensure that they are familiar with current industry practice and examples. Visits and visiting speakers from various business interests and professional bodies (eg Chartered Institute of Marketing [CIM]) would also be very beneficial for learners.

### **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.

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.

In line with the design of this unit, it is recommended that it should be assessed by one single project that demonstrates that the learner can use the underpinning knowledge and/or skills for all outcomes to develop an operational marketing plan (6–12 months). This plan addresses the main areas of decision making required to launch a new or modify an existing product/service. This could also include a new/modified programme; event; market or business opportunity, etc.

The plan may be built in stages corresponding to each of the outcomes, enabling on-going assessment and feedback as the learner progresses through the unit. If this approach is followed, it is recommended that prior to each stage the learner should be given feedback and briefing to assist with the requirements of the next stage of the plan.

The choice of organisation should be the subject of discussion between the assessor and learner. It is not necessary for each learner to have a separate case study; however care must be exercised where there is overlap between learners to ensure that the evidence provided by each learner is their own. Learners may agree in advance with their tutor to choose an organisation with which they are familiar to ensure that all evidence requirements can be covered.

As a broad guide: Where the evidence for this unit is in written format, it should be c.2,500–3,000 words in total — not including appendices.

#### **Further assessment guidance to ensure all outcomes are covered:**

In Section 1 of the plan (covering Outcome 1) the learner presents an overview and justification of their approach to the development of the marketing plan which is to follow. The learner must clearly differentiate between the terms and illustrate the need for marketing analysis, marketing planning, programming, communication, monitoring and control and review.

Section 2 of the plan where the learner uses the underpinning knowledge and/or skills gained from Outcome 2 to analyse and comment on the marketing environmental conditions (both internal and external) using appropriate analytical tools, eg SWOT; PESTEL; Porter's Five Forces, etc.

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Section 3 of the plan where the learner uses the underpinning knowledge and/or skills gained from Outcome 3 to use appropriate tools to justify and select two possible marketing strategies for the organisation to achieve competitive advantage.

Section 4 of the plan involves the learner using the underpinning knowledge and/or skills gained from Outcome 4 to create appropriate positioning statement(s); identify appropriate brand strategies; and explaining, where appropriate, how digital technologies can be used to lever the chosen brand strategies and specify the modified marketing mix (4Ps).

Final section of the plan where the learner uses the underpinning knowledge and/or skills gained from Outcome 5 to select appropriate control systems for the marketing plan generated throughout the unit. Learners should provide clear objectives against which the plan will be measured, eg market share; growth; awareness; profitability, etc. It is **not** necessary to set and create a budget, however, learners should demonstrate an understanding of the component parts of the budget and how the budget will be used. Learners also must indicate (eg via a matrix) where responsibility may lie for monitoring different aspects of the marketing plan.

### Opportunities for e-assessment

E-assessment may be appropriate for e-assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as 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

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 6.

Depending on the teaching, learning and assessment approaches adopted there are opportunities to develop core skills as follows:

- ◆ *Communication*: reading, writing and evaluating complex written communication on marketing planning; production of professional operational marketing plan for an organisation.
- ◆ *Information and Communication Technology (ICT)*: including using ICT independently to effectively and responsibly access and research marketing planning information; use of digital and social media to support marketing planning decisions; providing/creating ICT documentation related to marketing planning, etc.
- ◆ *Problem Solving*: planning and organising the complex task of developing a professional marketing plan at an operational level for an organisation; critical thinking required for analysing the complex factors involved in researching and developing a marketing plan; and establishing how the marketing plan will be reviewed and evaluated, including highlighting where responsibility will lie for evaluation of different aspects of the marketing plan.

As learners progress through this unit, they will acquire skills and knowledge necessary to create a marketing plan for an organisation, this could be used to enhance learners' employability prospects.

### History of changes to unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 6 embedded.	June 2018

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

**FURTHER INFORMATION:** Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

### General information for learners

#### Unit title: Marketing Planning: Domestic Market (SCQF level 8)

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 a stand-alone SQA Advanced Unit at SCQF level 8 and is also included in a range of SQA Advanced business, administration and retail awards. It is aimed at those studying more general 'business-type' qualifications which include aspects of marketing. It is suitable for those who wish to work in these types of industry sectors (or related sectors) in the future. Achievement of this unit could help you with further study of marketing at SCQF level 9 or above.

This unit focuses on the domestic market of an organisation — the international variables are not covered. It is designed to give you an understanding of the process and methods used to develop marketing plans at an operational level. As this process is universal, this unit is equally relevant for consumer, service and manufacturing/industrial companies and organisations. It explores how the marketing planning process works; how to carry out a marketing audit; how to set objectives and strategies; how to design and organise a marketing planning system; schedule and costing of the plan; and establishing how the plan will be evaluated.

To achieve this unit, you will complete a single project where you will prepare an operational marketing plan for a given/selected organisation. However, your plan can be built in stages (relating to each of the unit outcomes) enabling on-going assessment so you gain feedback as you progress through the unit. Your marketing plan could involve the introduction or modification of a new or existing product, service, programme, event, market or business opportunity, etc. Your tutor may give you a case study organisation or you may have access to a suitable workplace on which to base your assessment work. However, if you choose to use a workplace situation, you will have to agree this in advance with your tutor to ensure that you can meet all the requirements of this unit.

On successful completion of the unit, you will be able to:

- ◆ explain how the marketing planning process works
- ◆ conduct a marketing audit for an organisation
- ◆ select and justify a strategy for an organisation to secure competitive advantage
- ◆ specify the marketing mix for the implementation of specific product strategies
- ◆ select control systems for a marketing plan

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when you achieve the Unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 6.

Depending on how the unit is delivered and assessed, there could be opportunities to develop Core Skills in *Communication*, *Problem Solving*, and *Information and Communication Technology (ICT)*.