

Applied Business – Scheme of Work

Certificate/Extended Certificate

**Unit 8: Marketing communications Unit type:** internally assessed

**Guidance notes**

This Scheme of Work (SoW) illustrates how the unit content could be delivered over 60 GLH. The Marketing communications unit should be delivered as an integrated part of Unit 5 Developing a business proposal (see Unit 5 SoW). The way in which the unit should link in with the Business proposal unit is identified in the SoW below.

This Scheme of Work should be used in conjunction with the qualification Delivery Guidance document. You should also note that it follows the GLH Breakdown section of the unit specification in relation to the apportionment of teaching time to unit content.

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| **Number of hours** | **Specification reference** | **Key learning objectives**  Consider inclusion and differentiation (as appropriate and relevant) **Equality and Diversity in BLUE** (to be enhanced by unit teacher as appropriate for learner group) | **Learning activities and resources**  What will be learner led? What will be Tutor led? Topics for plenary? Homework?  **Stretch and challenge in RED** *(to be*  *enhanced by unit teacher as appropriate for learner group)* | **Plenary**  How will learner progress be checked?  Evidence requirements? | **Embedding or contextualising**  (opportunities for skills development) **Maths in PURPLE**  **Transferable Skill opportunities in ORANGE** |
| 1 | PO1 – Marketing communications (methods) |  Understand the meaning of verbal, non-verbal and visual communication methods | Tutor to outline importance of this unit in relation to unit 5 i.e. unit 8 is an opportunity to develop a deeper understanding of the marketing communications aspects of developing a business proposal. Tutor to outline PO1 as a general introduction to the meaning and use of methods, channels and messages within marketing communications ie a general background before investigating their own marketing communications.  Tutor to outline meaning of verbal, non-  verbal and visual communication. Tutor  to illustrate these using a website for one **small** business (selected from a ‘bank’ of small business websites eg drawn from website developers such as [http://www.web-marketing.co.uk/small- business-website-examples](http://www.web-marketing.co.uk/small-business-website-examples)).  Individual learners to investigate a small |  Completed homework exercise on methods of communication for one relevant small business |  |

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|  |  |  | business website, relevant to their own business proposal, identifying the use of communication methods. Learner to consider how other channels of communication might be used e.g. face- to-face for oral and non-verbal methods. Complete for homework. |  |  |
| 3 | PO1 – Marketing communications (message content) |  Understand the structure of a message content in terms of communicating: unique selling proposition; customer value proposition   Be able to outline and analyse the effectiveness of the message content  of marketing communications | Tutor to consider meaning of ‘campaign message’ in terms of unique selling and customer value propositions (USP and CVP). Both concepts reviewed from units  2 and 3, and linked to the example small  business used in the previous lesson - tutor to illustrate possible USP and CVP communicated by that business’ website. Learners, working in small groups, to investigate two to three additional examples of small business websites (drawn from the ‘bank’ of small businesses) to analyse each business’ USP and CVP. Learners to consider how other channels of communication (from a restricted list provided by the tutor) might be used to communicate the USP and CVP.  Whole class discussion and Tutor to review understanding of purpose of campaign messages in terms of USPs and CVPs.  Tutor to illustrate how each method of  communication can be used by small businesses to communicate a campaign |  Completed communication methods template  (targeting P1 and M1, taking **approximately** 1 hour) | **Research skills when gathering and interpreting evidence for communication methods template** |

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|  |  |  | message, systematically considering the benefits/capabilities of each method. Tutor to use a case study of a small business in the immediate locality, perhaps using information supplied by the owner(s) and manager(s).  Learners, working in small groups, to  analyse effectiveness of these methods. Whole class discussion of groups’ viewpoints and tutor to stress importance of balanced use of methods to communicate campaign messages.  Tutor to introduce template used for  communications evidence (criteria P1 and M1) and individual learners to identify the one or two small businesses each will use for PO1. These businesses could be potential competitors for the idea each learner proposed in unit 5, but this is not compulsory.  Individual learners to investigate two examples of campaign messages (USP and CVP) used by the business(es) and the range of communication methods used. Portfolio template (P1 and M1) to be completed for homework. |  |  |
| 2 | PO1 – Marketing communications channels (traditional and modern channels) |  Understand the meaning of traditional and modern communications  channels   Be able to outline the use | Tutor to outline range of channels that can be used to deliver a campaign message (as detailed in the unit specification), illustrating the history of development e.g. using [http://blog.hubspot.com/blog/tabid/6307/](http://blog.hubspot.com/blog/tabid/6307/bid/31278/The-History-of-Marketing-An-Exhaustive-Timeline-INFOGRAPHIC.aspx) |  Tutor review of individual learner contributions to group exercises | **Research skills when gathering evidence for communication channels template** |

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|  |  | of traditional and modern  channels within marketing communications | [bid/31278/The-History-of-Marketing-An- Exhaustive-Timeline- INFOGRAPHIC.aspx](http://blog.hubspot.com/blog/tabid/6307/bid/31278/The-History-of-Marketing-An-Exhaustive-Timeline-INFOGRAPHIC.aspx)  Learners, working in small groups, to  consider suitability of TRADITIONAL channels for a campaign message: tutor to provide a new example of a small business USP/CVP and learners to analyse benefit of each channel, identifying top 3 channels and justifying these.  Whole class discussion of ‘top 3’ choices and tutor to review meaning/scope of traditional channels.  Tutor to outline and illustrate meaning of modern communication channels, using Internet to illustrate range of use (e.g. using the bank of small business website examples and associated social media activities). Tutor to explain meaning and use of experiential marketing, stressing the importance of oral, non-verbal and visual communications within this  channel (e.g. using [https://econsultancy.com/blog/65230-10- very-cool-examples-of-experiential- marketing/](https://econsultancy.com/blog/65230-10-very-cool-examples-of-experiential-marketing/)).  Learners, working in small groups, to  research use of modern channels as *effective* ways to communicate USP and CVP: learners provided with links to two or three small business websites and |  |  |

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|  |  |  | asked to research how each is using modern channels and the extent to which they think these uses are effective ways of delivering campaign messages. Whole class review and tutor to review learner understanding.  Individual learners to start researching  the use of communication channels within two marketing communications (perhaps those used by the business (es) investigated in P1 and M1). |  |  |
| 3 | PO1 – Marketing communications channels (comparing traditional and modern channels) |  Understand the comparative benefits of traditional and modern channels of communication   Be able to judge the extent to which marketing communications make effective use of channels | Tutor to run two 1 hour workshop sessions focussing on:   Cost and flexibility of traditional and modern channels   Reach and engagement of traditional and modern channels  Each workshop to provide learners with opportunities to understand meaning of concepts (e.g. ‘flexibility’) and investigate them through internet research to  develop a folder of illustrative examples.  After workshops, learners to take part in a practical exercise. Working in small groups, each group provided with a communications message (outlining the desired USP and CVP) for a small business, a campaign budget and a  ‘price list’ for different channels. Each |  Completed communications channels template (targeting P2, M2 and D1, taking **approximately** 2 hours) | **Research skills when interpreting evidence for the communication channels template**  **Written communication skills when completing the communication channels template** |

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|  |  |  | group to select the use of channels, keeping within the budget, and justifying these. Opportunity for link business engagement if available.  Whole class review of choices and tutor to confirm understanding of advantages/disadvantages of different channel options.  Tutor to issue communications channels template for learners’ portfolios (targeting P2, M2 and D1). Tutor to outline  structure and confirm learner understanding of this. Individual learners to complete template for homework. |  |  |
| 1 | PO2 – Existing business proposal information |  Be able to identify existing information from the unit 5 business proposal (PO2): sales forecast and target  market customer profiles; competitors; USP; customer value proposition | Tutor to review content from PO1 and outline purpose/structure of PO2 i.e. the importance of defining a strategy for marketing communications. Tutor to also outline purpose of PO3 and PO4 i.e. how the strategy will be implemented through a marketing communications mix and the impact of this on each learner’s business proposal (unit 5).  Learners to review evidence for PO1 and  PO2 from their business proposals (unit  5) in relation to:   Target market and sales forecast   Competitors   USP and CVP  Tutor to issue business proposal information template (targeting criterion |  Completed business proposal information template (targeting criterion P3, taking **approximately**  ½ hour) |  |

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|  |  |  | P3 for unit 8). Individual learners to complete this template for homework. |  |  |
| 4 | PO2 – Target market characteristics (influences on behaviour and preferred marketing communications channels) |  Understand the influences on target market behaviour   Be able to collect and collate information: influences on target market behaviour and preferred marketing communications channels | Tutor to illustrate importance of understanding target market preferred communications channels using, for example, school/college communications as a context. Individual learners to carry out secondary research into popularity of different communications channels for their own business proposal target market. Tutor to review and whole class discussion on how primary research might be carried out to ensure that findings are up to date and relevant, but also collected as quickly as possible! Learners to set up a ‘target market characteristics’ folder to collect, collate and analyse information on the  characteristics of their target market. This  will be a physical folder to contain printed evidence for criteria P4, M3 and D2.  Tutor to outline meaning and importance of influences on consumer behaviour: cultural, social, personal and psychological. Tutor to use examples, taken from a market familiar to learners (eg fashion or mobile phones), to illustrate possible influences. Individual learners to carry out secondary research on their target market behavioural influences and consider ways in which they might collect primary information. |  Evidence gathering for target market characteristics folder | **Research skills when gathering evidence for target market characteristics folder** |

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|  |  |  | Learners to complete collection of information related to target market preferred communications channels and influences on behaviour for homework. |  |  |
| 4 | PO2 – Target market characteristics (decision-making process) |  Understand target market decision-making processes   Be able to collect and collate information: target market decision-making processes   Be able to analyse information to identify appropriate message and channel options for a marketing communications strategy | Tutor to outline consumer decision- making processes:   Need recognition   Information search   Alternative evaluation   Purchase decision   Post-purchase behaviour  Processes illustrated by tutor in relation to major purchases (eg holiday, car, ICT products etc) and FMCG purchases (eg food, drinks, entertainment etc). Learners to consider their own decision making processes and consider the extent to which they can ever make rational decisions ie extent to which their decisions are constrained by time,  inability to make rational decisions (e.g.  confusion caused by offers such as buy three get one free etc.) and influences of past behaviour.  Tutor to stress importance of primary  research given the need for understanding the behaviour of their own target markets. Tutor to discuss use of focus groups for this purpose and how the focus group set up by each learner |  Evidence gathering for target market characteristics folder   Completed target market characteristics folder (targeting criteria P4, M3 and D2, taking **approximately** 2 hours) | **Research skills when gathering evidence for target market characteristics folder**  **Research skills when interpreting evidence for target market characteristics folder** |

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|  |  |  | will be used later on in PO3.  Individual learners to consider who they might use for their own focus groups and the range of questions/scenarios they could present to the focus group in order to better understand the decision-making processes of their target market. Individual learners to decide on  questions scenarios to be used and to carry out focus group research in own time.  Tutor to outline ways in which data on target market characteristics could be analysed e.g. particular influences, possible differences within the target market on preferred channels, relative importance of information search compared with alternative evaluation etc. Individual learners to complete their target market characteristics folder for homework (targeting criteria P4, M3 and  D2). Tutor to stress that this folder should contain an analysis and justification of  **key** findings needed by each learner’s  communications strategy. |  |  |

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| 3 | PO2 – Message and channel options |  Understand the factors affecting message and channel options   Be able to collect, collate and analyse information on message and channel options for a marketing communications strategy | Tutor to run a 1-hour workshop session, perhaps with assistance from an owner/manager of a local small business, for individual learners to review significance of existing business proposal information and target market characteristics for possible message and channel options. Tutor to stress importance of generating a range of  ideas at this stage and avoiding making  restrictive decisions.  Tutor to follow up workshop session with a lesson focussing on the importance of competitor marketing communications messages and channel choices. Competitive position concept, from unit 2, reviewed and individual learners to carry out internet based research on message and channel choices of their business proposal’s competitors. Tutor to remind learners that some of this information might already have been collected by learners when completing evidence for PO1.  Individual learners to create a message  and channel options folder, referencing both existing and new information, which analyses possible message and channel options for their business proposal’s marketing strategy. To be completed for homework. |  Evidence gathering for message and channel options folder   Completed message and channel options folder (targeting criteria P5 and M4, taking **approximately** 1  ½ hours) | **Research skills when gathering and interpreting evidence for message and channel options folder** |

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| 4 | PO2 – Marketing communications strategy |  Understand and be able to analyse the significance of the following issues on marketing communications strategies: use of outbound and inbound approaches; customer loyalty ladder   Be able to outline the approach of a marketing communications strategy, its message and use of channels   Be able to evaluate a marketing communications strategy’s ability to gain customer loyalty | Tutor to outline the meaning of, and differences between, outbound (push) and inbound (pull) approaches to marketing communications strategies. Tutor to illustrate through use of contrasting examples, which could be taken from larger business contexts if this helps to underline the differences in approaches eg Apple v TESCO. Individual learners to consider advantages and disadvantages of each approach for their own marketing communications strategy and how their current message and channel options  (from P5 and M5) fit with each approach. Tutor to outline customer loyalty ladder (eg as outlined in [http://www.iidmglobal.com/expert\_talk/ex pert-talk-categories/business- basics/customer\_satisfaction/id45297.ht ml](http://www.iidmglobal.com/expert_talk/expert-talk-categories/business-basics/customer_satisfaction/id45297.html)) and to discuss with learners:  1. Whether customer loyalty is  important  2. The relative benefits of inbound/outbound approaches for establishing customer loyalty  Individual learners to consider these issues in relation to their own business proposal and the extent to which  customer loyalty will be important goal for the business. |  Completed marketing communications strategy template (targeting criteria P6, M5 and D3, taking **approximately** 2 hours) | **Written communication skills when completing the marketing communication strategy template** |

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|  |  |  | Tutor to issue marketing communications strategy template. Tutor to focus learners on the first column of the first page ie approach, message(s) and channels. Tutor to illustrate how all three areas are inter-related and jointly define the marketing communications strategy. Individual learners to reflect on **all** evidence gathered to date to consider three or four alternative strategies and to rank them in terms of helping to achieve the aims of their **business proposal**. Tutor to outline purpose of remaining sections of the template, stressing that in the evaluation it is valid for learners to provide a justification of an approach which does **not** focus on customer  loyalty. However, whichever approach is taken, supporting evidence **must** be provided e.g. the likely nature of the business proposal’s competitive position and the characteristics of the target market.  Individual learners to complete marketing communications template for homework. |  |  |
| 1 | PO3 – Existing business information |  Be able to identify existing information from the unit 5 business proposal (PO2): available human resources/communication | Learners to review PO2 portfolio information and confirm understanding of their marketing communications strategy. Tutor to outline PO3 i.e. producing a practical communications mix to implement a marketing communications strategy. |  |  |

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|  |  | skills; available physical  resources/communication capacity; indicative marketing communications budget | Learners to identify following information from PO2 in their unit 5 business proposal:   Available human resources and  communications **skills**   Available physical resources and communications **capacity**   Indicative marketing communications budget  Learners to reflect on how skills, capacity and financial constraints are likely to impact on the implementation of their marketing communications strategy. |  |  |
| 5 | PO3 – Communication materials |  Be able to identify appropriate communication methods   Be able to **draft**  appropriate communication materials for a marketing strategy’s channels | Tutor to organise four 1-hour workshop sessions where learners:   Identify communications methods  capable of delivering their message through their chosen channels (decided in P6 from PO2). Learners to set up their  ‘draft materials folder’ used to contain evidence for criteria P7, M6 and D4.   Learners to outline structure and  content of at least four communication materials, considering the channels used and characteristics of the target market. |  Draft materials folder containing at least **four** draft communications | **Communication skills when completing materials for draft materials folder**  **Research skills when gathering target market approval for draft materials folder** |

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|  |  |  |  Learners to gather/create content  used by the draft communication materials and ensure that it is sufficient and appropriate.   Learners to draft the communication materials,  ensuring that they collectively use verbal, non-verbal and visual communication materials.  Tutor to outline purpose of target market research – using a focus group to gather feedback on the draft materials and associated channels.  Learners to review content of their draft  communications folder and, for homework, gather target market feedback e.g. using focus group established in PO2. |  |  |
| 3 | PO3 – Target market approval |  Be able to analyse and evaluate information on target market approval of draft communication materials | Learners to review target market feedback and to gather additional feedback if necessary.  Tutor to outline purpose of analysing  feedback from target market i.e. to gauge target market approval and consider the impact of this on the marketing communications mix.  Learners to carry out analysis of  feedback and justify their choice of key findings to help them develop their marketing communications mix. To be |  Completed draft materials folder (targeting criteria P7, M6 and D4, taking **approximately** 2 hour) | **Research skills when interpreting target market approval for draft materials folder**  **Written communication skills when completing draft materials folder** |

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|  |  |  | completed for homework and all evidence to be presented within their draft materials folder. |  |  |
| 3 | PO3 – Marketing communications mix (content, channels and cost) |  Be able to describe the content and cost of a marketing communications mix   Be able to explain the rationale of a marketing communications mix and evaluate its coherence | Tutor to introduce marketing communications mix template and, focussing on the first page of this template, reviewing the meaning of content, channels and cost. Tutor to illustrate this using a hypothetical example based on one of the small businesses from PO1.  Learners to decide on, and cost, the  content and channels used within their own marketing communications mix. Tutor to outline purpose of the remaining elements of the template ie the rationale and coherence of the communications mix. Tutor to illustrate meaning of **integrated** use of channels and  message **consistency** using two or three examples from small businesses used in PO1.  Learners to review their own communications mix, adapting as necessary, and completing the marketing communications mix template for homework. Tutor to stress importance of using all available information i.e. from unit 8 PO1, PO2, completed sections of PO3 and unit 5 PO1 and PO2 evidence. |  Completed marketing communications mix template (targeting criteria P8, M7 and D5, taking **approximately** 2 hour) | **Written communication skills when completing the marketing communication mix template** |

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| 1 | PO4 – Schedule of marketing communications (schedule) |  Understand the structure and purpose of a schedule of marketing communications | Tutor to outline purpose of scheduling i.e. defining *when* the communications mix will be delivered and summarising its key elements. Tutor to use an example to illustrate, using a spreadsheet template  to be issued to learners.  Tutor to outline meaning and use of milestones, illustrating this through the example.  Learners to review evidence from PO2  and PO3 prior to completing the spreadsheet template for their own schedule of marketing communications (to be partly completed for homework). |  Completed spreadsheet template |  |
| 2 | PO4 – Schedule of marketing communications (proposed metrics) |  Understand the use and purpose of marketing communications metrics   Be able to produce a schedule of marketing communications   Be able to explain the metrics used to monitor the outcomes of marketing communications | Tutor to review learner progress on completing spreadsheet template and address any issues regarding understanding of purpose of scheduling. Tutor to introduce concept of metrics in relation to measuring the success of marketing communications, identifying relevant metrics used within communications campaigns (e.g. response rate, conversion rate etc.). Learners to consider metrics to be used to measure the success of their own marketing communications. Tutor to confirm learner understanding of concept.  Learners to complete schedule of  marketing communications templates  (targeting P9 and M8) for homework. |  Completed schedule of marketing communications templates (targeting criteria P9 and M8, taking  **approximately** 1  hour) | **Planning skills when completing the schedule of marketing communication templates** |

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| 2 | PO4 – New business proposal information (possible impact  of the marketing communications) |  Understand how marketing communications can impact on business the outline plans and coherence of business proposals   Be able to identify possible impacts of marketing communications on a business proposal | Tutor to outline how marketing communications could impact on the outline plans and coherence of a business proposal. Tutor to illustrate this using an example business proposal spreadsheet model and related schedule of marketing communications.  Learners, working in small groups, to  consider how the example schedule of marketing communications might impact on the outline plans of the example business proposal.  Groups to feedback and tutor to detail  how changes to outline plans might impact on the coherence of the business proposal.  Tutor to issue ‘impact on business  proposal’ template, focussing on page 1 of the template and reminding learners that they need to consider how their marketing communications might impact on **both** the outlines **and** the coherence of the business proposal.  Learners to gather information needed to complete page 1. |  |  |

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| 3 | PO4 – New business proposal information (adjustments to  the business proposal) |  Be able to analyse, recommend and justify adjustments to a business proposal, considering the possible impacts of marketing communications | Tutor to outline importance of final phase of unit 8 – handing information back to each learner’s business proposal unit in order to finalise the content of the outline plans.  Tutor to consider pages 2 and 3 of the  ‘impact on business proposal’ template and, using the example from the previous session, illustrate proposed adjustments to the outline plans.  Tutor to illustrate how a change in one  outline plan is likely to impact on other outline plans. Tutor to remind learners of the importance of coherence within a business proposal.  Learners to review identified impacts of  their marketing communications on their business proposals and to analyse possible adjustments to their outline plans.  Tutor to monitor ensuring that learners understand the meaning and importance of coherence.  Learners to complete template for homework. |  Completed impact on business proposal template (targeting criteria P10, M9 and D6, taking  **approximately** 1  hour) | **Written communication skills when completing the impact on business**  **proposal template** |