



Level 6 Extended Diploma in Management (Sales and Marketing)

Objective of the qualification:

- It should be available to everyone who is capable of reaching the required standards
- It should be free from any barriers that restrict access and progression
- It should give equal opportunities for all those wishing to access the qualifications.

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Entry Requirements

These qualifications are designed for learners who are typically aged 19 and above.

For learners who have recently been in education or training the entry profile is likely to include:

- one or two years' study of Business, Management or related qualifications at a Higher Education Institution
- a level 5 qualification in Business, Management or related subjects for example an Level 5 Extended Diploma in Management
- other equivalent international qualifications.

Or

- Relevant work experience at managerial level.

Learners must also have an appropriate standard of English to enable them to access relevant resources and complete the unit assignments.

Introduction to the Level 6 Diploma in Management (Sales and Marketing)

These qualifications in Management have been developed to conform to the requirements of the RQF, and to meet the requirements of higher education.

Level 6 diploma in management provides flexible route for learners who have already achieved management qualifications at a lower level and for learners who do not have business or management qualifications, but may have qualifications in other areas and/or prior management experience in the work place.

These qualifications are designed to provide:

- opportunities for learners to acquire knowledge and understanding and develop a range of skills, personal qualities and attitudes essential for successful performance in working life
- specialisms that are directly related to learners' current responsibilities or that meet a particular interest and support career development
- opportunities for learners who wish to undertake a full time course of study leading to an Extended Diploma
- learners with the opportunity to acquire a broader range of knowledge and understanding and to develop the skills they require to work in the field of management,

Progression

On successful completion of this Qualification there are a number of progression opportunities available.

Learners may progress to:

- larger qualifications at the same level e.g. from a diploma to an extended diploma
- other qualifications at the next level for example to a Level 7 Diploma or Extended Diploma in Strategic Management or Healthcare Management.
- an MBA programme.

Level 6 Extended Diploma in Management (Sales and Marketing)

Learners taking the Sales and Marketing Pathway take two of the four core units and then two of the four units from the Sales and Marketing Pathway.

Core Units

Unit Title	Level	GLH	Credit
Leadership and Management	6	60	15
Research Project	6	60	15
Managing Quality and Service Delivery	6	60	15
Personal Leadership and Management Development	6	60	15

Sales and Marketing pathway units

Unit Title	Level	GLH	Credit
Factors Determining Marketing Strategies	6	60	15
Marketing Communications	6	60	15
Sales	6	60	15
Branding	6	60	15

Unit Specifications

Unit Format

Each unit is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

Unit Title

The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

Unit Aims

The unit aims section summarises the content of the unit.

Unit Code

Each unit is assigned a unit code that will appear on the qualification certificate

Level

All units and qualifications have a level assigned to them which represents the level of achievement. The level of each unit is informed by the level descriptors.

Credit Value

The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

Learning Outcomes

The learning outcomes set out what a learner is expected to know, understand or be able to do as the result of the learning process.

Assessment Criteria

The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification e.g. at level 6 you would see words such as analyse, evaluate, synthesise.

Unit Indicative Content

The unit indicative content section provides details of the range of subject material for the programme of learning for the unit.

Leadership and Management			
Unit aims	The aim of this unit is to enable the learner to understand the role of leadership and management in organisations; and the use of leadership and management skills to improve organisational performance.		
Unit level	6		
Unit code	H/615/2706		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	<p>To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit.</p> <p>In order to achieve this unit, the learner will need to demonstrate a full understanding of the concepts of leadership and management, the difference between them and how they are used in organisations. The work must be illustrated with exemplar material from research and where possible from the learner's practical experience in employment, as a learner and from working in teams.</p>		
Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Understand strategic leadership and management in organisations	1.1 Analyse strategic leadership and its links to management in organisations 1.2 Evaluate key leadership and management theories 1.3 Explain how leadership and management styles should change to meet the needs of different situations found in organisations	1M1 Assess the impact that theories of leadership and management may have on strategic decision making	
2. Understand how to improve organisational performance	2.1 Analyse the skills which are needed by strategic leaders and	2M1 Assess the qualities and skills of a named leader in achieving	2D1 Evaluate how specific organisations use motivation in improving organisational performance

<p>through the application of relevant leadership and management skills</p>	<p>managers to improve organisational performance</p> <p>2.2 Analyse key motivational theories and how they may influence organisational success</p> <p>2.3 Analyse the contribution of performance management techniques in organisational processes</p>	<p>organisational success</p>	
<p>3. Understand how leaders and managers utilise teams in improving organisational performance</p>	<p>3.1 Explain the development of teams</p> <p>3.2 Analyse the characteristics of high performance teams</p> <p>3.3 Evaluate the role of the team leader in creating high performance teams</p> <p>3.4 Assess the impact of teams on organisational performance</p>	<p>3M1 Analyse the challenges of developing effective virtual teams</p>	<p>3D1 Evaluate the importance of using different types of teams to achieve the required outcomes of a project</p>

Indicative Content

1. Understand strategic leadership and management in organisations

Concepts of leadership and management

- Definitions of leadership and the role of leaders, classification of leadership (e.g. dimensions, processes, personality), leadership as a process, power and influence, strategic and operational, the importance of common goals, leaders and followers/ leadership of groups, leadership skills, Mintzberg's 10 managerial roles.

Leadership and management theories

- Trait theories, process theories, functional leadership, transactional e.g. Bennis and Bass, leadership/management styles, situational theories e.g. Hersey and Blanchard, contingency theory e.g. Fiedler, path-goal theory, Transformational Leadership, psychodynamic theory

Styles

- Autocratic, bureaucratic, laissez-faire, persuasive, participative, charismatic ; adapting styles to different situations.

2. Understand how to improve organisational performance through the application of relevant leadership and management skills

Skill sets

- Different skills sets for leaders and managers. Leaders need to be able to create vision, set direction, communicate, risk taker, plan, listen etc. Managers need to build the team, lead and work in teams, communicate, time management, meet deadlines, manage performance, delegate, project management, problem solve

Motivation

- Taylorism, Mayo, Maslow, Herzberg and Broad theories (e.g. temporal motivation theory), cognitive theory, power, behavioural theories; social constructivism
- How leaders motivate and practical aspects of motivation

Performance management

- Clarity of end results and goal setting, agreement with staff, reward, performance monitoring and measurement, gathering feedback, use of data and outputs, job design and characteristics and employee needs

3. Understand how leaders and managers utilise teams in improving organisational performance

Development of teams

- Stages of team development e.g. Tuckman, Honey, Leigh and Maynard.
- High performance teams; shared purpose and established goals; clear roles; strong interdependencies; agreed decision making process; use of review and feedback; stable team membership; strong learning environment; team based rewards system

Team leadership

- Roles and models of team leadership, establishing the culture of team performance, giving direction, establishing reporting lines, celebrating success, managing conflict, communications, collaboration and team decision making, creativity of teams; monitoring performance and measuring team success

Impact on organisational performance

- Teams - utilising skills of individual members; shared goals and ambitions; working with and supporting colleagues; wanting success for the team, common understanding of the plan and its impact on the organisation; individual performance of a team member and impact on the work of others
- Underperforming teams and negative impact on organisational performance, goals not achieved, blame culture; conflict; staff absence, retention

Virtual teams

- Working with real time; common message and communication; lack of clarity and direction and second guessing; lack of empathy and personal connection; different work ethic and culture in team members; hidden incompetence; diminished productivity; availability.

Research Project			
Unit aims	The aim of this unit is to develop the knowledge, understanding and skills required to produce a research question and carry out independent research using appropriate research techniques. The learner will analyse and present their research findings, evaluate the research methodology and their personal learning.		
Unit level	6		
Unit code	M/615/2708		
GLH	60		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. In order to achieve this unit, learners must carry out a comprehensive piece of research on a chosen area. Learners will need to carefully select a topic for research and may require guidance from the tutor to ensure that it is appropriate. Learners must provide sufficient evidence to meet all the learning outcomes at the required standards.		
Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Be able to consider appropriate research methodologies in preparation for conducting research	1.1 Explain the scope and objectives for a valid research question or hypothesis 1.2 Present a proposal that clearly demonstrates a grasp of the question or hypothesis 1.3 Explain the research methods and techniques that will be used		1D1 Evaluate the chosen research methods and techniques, showing how they support achievement of the stated objectives
2. Be able to conduct research based on the research question or hypothesis and analyse the findings	2.1 Use different research methods to gather relevant primary and secondary data to address the research question and hypothesis 2.2 Analyse the information gathered from the data collected	2M1 Evaluate the strengths and limitations of the data collection and analysis	

<p>3. Be able to present findings from research investigations</p>	<p>3.1 Present research findings to a given audience using appropriate formats 3.2 Appraise the relevance and value of information gathered 3.3 Review the validity of the research outcomes against the stated objectives</p>	<p>3M1 Respond orally to questions on research findings</p>	
<p>4. Be able to review own personal learning</p>	<p>4.1 Reflect on own learning in carrying out research investigations</p>	<p>4M1 Identify and analyse actions for improvement in future research projects 4M2 Recommend future opportunities for own professional learning based on outcomes from research investigation and the reflection on own learning</p>	<p>4D1 Create a plan to improve own skills for future research</p>

Indicative Content

1. Be able to consider appropriate research methodologies in preparation for conducting research

Research proposal

- Possible questions or hypothesis; proposal identifies the purpose of the research and the objectives; the desired outcomes and scope.
- Research methods e.g. survey, questionnaire, observations; literature review. Application of Saunders' Research Onion; ways to test reliability and validity; definitions of data e.g. primary and secondary sources, qualitative and quantitative; ways to reference sources. Research methods chosen are appropriate. They will enable purpose, objectives and outcomes of the research to be met.

2. Be able to conduct research based on the research question or hypothesis and analyse the findings

- Conduct research, for example; primary sources, secondary sources, sampling.
- Methods of collating information including electronic and paper-based for example; note taking, photographs, video recordings, mind mapping.
- Legal aspects of data collection including confidentiality, data protection, ethics.
- Analysis of data including trend analysis, coding or grouping of types.

3. Be able to present findings from research investigations

Presentation of research findings

- Appropriate report format so research findings are presented logically to aid understanding, for example; title, acknowledgements, contents page, introduction, summary of literature review, research methods used, findings, recommendations, references, bibliography, appendices including questionnaires, surveys, etc.
- Methods for statistical data for example graphs and charts.
- Research leads to realistic recommendations and evaluative conclusions linked to stated objectives of the research.
- Potential audience for example colleagues, external stakeholders and tutors.
- Oral responses need to be detailed, clear, logical and show understanding.

4. Be able to review own personal learning

Own performance

- Examples may include; reflection on methods used, challenges faced, new learning, skills and knowledge used to enable progress, skills and knowledge gap, personal learning and development.
- Use of feedback from others for example colleagues, audience for presentation, those who took part in primary research.
- Actions for improvement should be linked to personal reflection and feedback. They need to be specific, challenging but achievable with timescales and incorporated into future planning.

Managing Quality and Service Delivery			
Unit aims	To enable learners to develop the knowledge and understanding required to manage and deliver excellent customer service.		
Unit level	6		
Unit code	T/615/2712		
GLH	60		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standard specified by the assessment criteria for the unit. Learners can approach this unit theoretically although the assignment work must be in context and include examples and illustrations from the learner's own experience or research. The work can be applied across the business sectors or in a specific context, for example, public service or healthcare.		
Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Understand how to identify and meet stakeholder needs when managing quality and service delivery	1.1 Identify the different stakeholder groups in organisations and describe their expectations for quality and service delivery 1.2 Evaluate the processes used in organisations to identify stakeholder needs	1M1 Evaluate the importance of identifying stakeholder needs when managing quality and service delivery	1D1 Assess the impact of poor quality and service delivery for the stakeholders of a named organisation
2. Understand how to manage quality and service delivery	2.1 Analyse the concept of quality when delivering a service 2.2 Review quality standards which can be used for measuring quality and service delivery 2.3 Explain how quality standards are set, monitored and maintained	2M1 Assess approaches to quality management and service delivery	2D1 Analyse the potential issues associated with embedding a chosen approach for achieving quality and service delivery
3. Understand how to embed quality improvement and service delivery	3.1 Analyse the role of leaders and managers in embedding quality improvement and service delivery 3.2 Explain the issues related to	3M1 Evaluate the importance of continuous quality improvement in ensuring organisational success	3D1 Review the implementation of continuous quality improvement and service delivery in a named organisation

	embedding continuous improvement and service delivery and propose possible solutions		
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Indicative Content

1. Understand how to identify and meet stakeholder needs when managing quality and service delivery

- Identification of different stakeholder groups and their needs; External customers, Internal customers, Other business stakeholder groups, for example, employees, Perceptions, Expectations, Individual needs.
- Impact of poor quality service; Organisational reputation, Brand loyalty, Organisational position in the market, Meeting of organisational strategic aims, Accountabilities, for example, public sector
–stakeholders, Government; private sectors – shareholders, lenders, Meeting required standards, for example, healthcare impacts of failure in delivering healthcare services, impact on financial figures.
- Meeting the needs of stakeholder groups: Balancing needs of different stakeholder groups, Delivering and measuring excellent service, Setting service standards and Service Level Agreements, The importance of managing and monitoring service delivery, How to manage and record service delivery, customer driven management.

2. Understand how to manage quality and service delivery

- Quality and Quality Standards: Quality definition, Dimensions of quality for service delivery, Quality systems, ISO9000/9001, Other quality systems, for example, IIP Quality management, Total quality management.
- Implementing standards; Excellence model, Theories of quality – Deming, Juran, Crosby, Quality strategies in service delivery, Developing a quality led organisation, Job roles in quality management, Staff involvement in organisational quality management.
- Setting, monitoring and maintaining standards: How standards are set, Implementation of ISO9000/90001, Auditing quality feedback mechanisms, for example, questionnaires and surveys, Good practice in standard setting and methods for evaluating quality, service delivery.

3. Understand how to embed quality improvement and service delivery

- Concept of continuous quality improvement:
 - History in manufacturing and application to service delivery, theories and techniques, for example, Kaizen, Total Quality Management, Lean Production and Lean Management, Deming Cycle, Benchmarking, Pareto analysis, Force Field Analysis, etc.
- Embedding continuous quality improvement and service delivery is required to meet stakeholder: Needs, Perceptions, Expectations.
- Investment in staff and resources
- Value for money and best practice

Embedding and implementation: Encouraging staff involvement and rewarding it, Competence standards, implementing change in the business organisation, Managing and monitoring continuous quality improvement, Performance management.

Personal Leadership and Management Development			
Unit aims	This unit aims to help learners develop their own personal leadership and management skills to support the achievement of organisational objectives and personal progression.		
Unit level	6		
Unit code	A/615/2713		
GLH	60		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	<p>Learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit.</p> <p>To achieve the standards for this unit, learners will be required to identify their own skills development needs for leadership and management based on real evidence. Learners must actually apply the plan which is produced so they may need an extended time to carry out this assignment.</p>		
Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Understand how personal leadership and management skills support the achievement of organisational objectives	1.1 Evaluate the terms leadership and management and their application in organisations 1.2 Evaluate the personal leadership and management skills required to support achievement of organisational objectives	1M1 Analyse the impact of organisational objectives, values and cultures on the leadership and management role	1D1 Analyse the leadership and management skills of a leader in a named organisation
2. Be able to manage development of own personal leadership and management skills to support achievement of personal and organisational objectives	2.1 Carry out an audit of own personal leadership and management skills 2.2 Set objectives to meet personal development and organisational needs 2.3 Identify and explain opportunities to meet objectives set 2.4 Prepare a personal development plan to develop own leadership and management skills and to support	2M1 Justify how opportunities selected for the personal development plan support achievement of organisational objectives	.

	organisational objectives 2.5 Carry out appropriate personal development activities in accordance with the plan to develop skills identified in the audit		
3. Be able to reflect on the effectiveness of personal development plans in developing management and leadership skills	3.1 Review progress and outcomes of the personal development plan against the objectives set	3M1 Compare current personal leadership and management skills with the outcomes of original audit	3D1 Analyse areas for further development and update personal development plan

Indicative Content

1. Understand how personal leadership and management skills support the achievement of organisational objectives

Organisational objectives:

- Different organisational visions and aims, for example; financial, customer focused, product focused etc.: stakeholder requirements, for example; profitability, ethical operation, legal compliance, strategic plans, accountability of leaders and managers for organisational objectives, impact of organisational type, purpose, values and culture on leadership and management roles, the wider environment requirements affecting organisation.

Personal leadership and management skills:

- Leadership and management characteristics, skills, competence and knowledge required, behaviours, attitudes associated with effective leadership, personal skills.

2. Be able to manage development of own personal leadership and management skills to support achievement of personal and organisational objectives

Development opportunities:

- Coaching, mentoring, networking, professional bodies and professional recognition, formal training, education opportunities, formal qualifications, reflective learning models and techniques, feedback – obtaining, evaluating, using feedback, carrying out different tasks in an organisation, taking on different roles.

Personal development plans:

- Contents of plans – activities, timescales, milestones, deadlines, aims and objectives, writing SMART objectives

Personal development:

- Continual review and reflection, different opportunities for learning including formal (organised training activities) and informal (on-the-job experience, personal reading, learning from colleagues), learning from activities, using feedback on activities, recording achievement

3. Be able to reflect on the effectiveness of personal development plans in developing management and leadership skills

Review:

- Review of original objectives, review of achievement against original objectives, competences and results, importance of review, identifying objectives not yet achieved.

Evaluation:

- Measuring effectiveness, evaluating effectiveness, benchmarking with others.
- Identifying activities that were not effective, areas needing further development.

Further development:

- Further development needs and opportunities, building on success, addressing areas of weakness, updating plans, the importance of continuous development and reflection.

Factors Determining Marketing Strategies			
Unit aims	This unit enables learners to understand the influences on marketing strategy and the characteristics and use of marketing intelligence. It also involves the underpinning principles of strategic marketing analysis, strategic choice and stakeholder engagement.		
Unit level	6		
Unit code	Y/615/2718		
GLH	60		
Credit value	15		
Unit grading structure	Pass, Merit, Distinction		
Assessment guidance	To achieve this unit, learners must meet the learning outcomes at the standard specified by the assessment criteria for the unit.		
Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Understand the influences on determining a marketing strategy	1.1 Analyse the features of the marketing environment 1.2 Evaluate the role of market segmentation, targeting and positioning in marketing strategy 1.3 Evaluate the role and significance of macro and micro forces in determining a marketing strategy	1M1 Evaluate environmental scanning tools and techniques in determining a marketing strategy	
2. Understand marketing intelligence	2.1 Appraise the nature, uses and value of market intelligence 2.2 Analyse the characteristics of an effective marketing information system 2.3 Evaluate different methods of forecasting sales		
3. Understand stakeholder engagement in organisations	3.1 Assess the principles of stakeholder engagement 3.2 Evaluate the importance of stakeholder support to organisations 3.3 Assess the relationship between stakeholders and corporate social responsibility 3.4 Analyse the impact of conflicting demands on an	1M1 Evaluate the use of stakeholder mapping	1D1 Evaluate the processes used by an organisation to ensure stakeholder engagement

	organisation's marketing effort		
4. Understand the nature of strategic marketing analysis and strategic choice	<p>4.1 Assess the concept of cost leadership strategies as a means of maintaining competitive advantage</p> <p>4.2 Justify the aims and uses of pricing strategies in different stages of the product life cycle and their relationship with marketing policy</p> <p>4.3 Evaluate the concepts and attributes of differentiation (supply side and demand side) and its implications for marketing strategy development</p> <p>4.4 Analyse approaches to competitive positioning of organisations</p>		1D1 Evaluate the implications, benefits and risks to businesses of strategic competition and cooperation

Indicative Content

1. Understand the influences on determining marketing

Features of the environment

- Competition; local/national/international influences; market maturity; political, economic, legal and social trends; barriers to market entry; concept of marketing orientation and measurement scales (MARKOR and MKTOR)

Market segmentation, targeting and positioning

- Psychographic factors; segmentation types, techniques, algorithms and approaches; processes for targeting and product positioning; concept of differentiation with an emphasis on perceptual mapping; multi-dimensional scaling in product and service positioning

Macro and micro forces

- Definitions and significance; key elements of a marketing scan (demographics; socio-cultural forces; economic forces; regulatory forces; competitive forces; technological forces)

Scanning tools and techniques

- SWOT; PESTEL; environmental scanning; Porter's Five Force Analysis; competitor analysis; industry analysis; QUEST

2. Understand marketing intelligence

Value and uses

- Characteristics and uses; planning, management and control; sources and validity of information

Marketing information system

- Marketing information systems; collection and analytical methods; simulation, modelling, linear programming, game theory, correlation and cluster analysis

Sales forecasting

- Moving averages; regression; exponential smoothing; sales force composite; jury of executive opinion; Delphi technique; customer projections

3. Understand stakeholder engagement in organisations

Stakeholder mapping

- Mapping techniques: Influence-Interest Grid; Power-Impact Grid; Mendelow's Power-Interest Grid; Three-Dimensional Grouping of Power, Interest and Attitude (Murray-Webster and Simon); The Stakeholder Circle; Quadrant tactics

Principles of stakeholder engagement

- Stakeholder engagement strategies; identifying, analysing, mapping, prioritizing; expertise, willingness, value; nature of interest; conflicting agendas

Stakeholder support

- Role and importance of stakeholders in achievement of marketing objectives; corporate social responsibility (CSR)

Impact of conflicting requirements

- Identifying conflict; impact on the achievement of strategic direction/need for strategic change; perceptions and reputational risk; strategies to mitigate/resolve conflict

4. Understand the nature of strategic marketing analysis and strategic choice

Strategic intent and choice

- Concept of strategic fit; strategic intent, assessment and choice; strategic and tactical marketing; achieving coherence with corporate strategy

Competition and cooperation

- Advantages and disadvantages of competition and cooperation strategies; Ansoff's Matrix; Boston Consulting Group (BCG) Growth-Share Matrix; Profit Impact of Marketing Strategy (PIMS); GE Multi Factoral Analysis

Cost leadership

- Purpose, characteristics and use; factors affecting it; distinction between cost and price leadership; role of cost leadership within market leadership

Pricing strategies

- Types of pricing strategy, their purposes, advantages and disadvantages; relationship of pricing strategies to other components of the marketing mix

Differentiation

- Purpose of product/service differentiation; simple, horizontal and vertical product differentiation; Unique Selling Propositions (USPs); relationship of product differentiation with monopolistic competition and perfect competition

Marketing Communications			
Unit aims	This unit enables learners to understand the principles, practice and components of integrated marketing communications and how they are used to optimize marketing messages, including the use of digital media. Learners will be able to develop an integrated marketing communications plan.		
Unit level	6		
Unit code	D/615/2719		
GLH	60		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	<p>To achieve this unit, learners must achieve the learning outcomes at the standards specified by the assessment criteria for the unit.</p> <p>Learners should provide exemplar material to demonstrate the understanding required by the LOs. For LO4 learners will be required to develop an actual integrated marketing communications plan. This may be created from a case study or for an actual organisation that the learners knows well and where detailed information can be obtained.</p>		
Learning outcomes The learner will:	Assessment criteria The learner can:		
	Pass	Merit	Distinction
1. Understand the principles of marketing communications	1.1 Explain the theory and concepts of marketing communications 1.2 Analyse the requirements of a marketing communications strategy	1M1 Analyse the nature of and need for marketing communication related research	
2. Understand integrated marketing communications (IMC)	2.1 Analyse the advantages of integrated marketing communications 2.2 Assess the role and characteristics of paid advertising 2.3 Analyse the role and place of public relations in marketing 2.4 Assess the role and requirements of direct marketing		2D1 Evaluate the use of IMC by a named organisation
3. Understand the use of digital media for	3.1 Analyse the way in which developments in digital technology affect	3M1 Analyse the factors which must be considered in	

marketing purposes	<p>marketing and communications</p> <p>3.2 Appraise the scope, benefits and drawbacks of digital media for marketing purposes</p> <p>3.3 Analyse the factors to be taken into account in planning a digital marketing campaign</p>	the evaluation of digital marketing campaigns	
4. Be able to develop an integrated marketing communications plan	<p>4.1 Develop a communications plan that directly relates to the marketing strategies of a given organisation.</p> <p>4.2 Ensure the plan coordinates the use of promotional tools</p> <p>4.3 Establish procedures to monitor progress with achievement of the plan (identifying deviations from the plan)</p>		4D1 Explain how the communications plan contributes to the positioning strategy of the organisation

Indicative Content

1. Understand the principles of marketing communications

Communications process

- Communications theories and characteristics; communications process model; scope of and platforms for marketing communications
- Marketing communications information

- Strengths and weaknesses of marketing communications information (quantitative and qualitative data) that derives from different sources: interviews, surveys, observations, experimentation, internet; uses of marketing information; role in the setting of communications objectives; improving effectiveness of each part of the communications mix

Marketing communications strategy

- Long and short term goals; fit with corporate strategy and business plans; use of balanced score cards; viability of implementation; marketing strategy controls

Marketing mix

- Interrelationship between aspects of the marketing mix and their coherence with the marketing strategy; application of 3 Ps (physical evidence, process and people) to service marketing; use of service quality standards and models (GAPs and SERVQUAL) in marketing services; relationship and requirements of marketing and sales functions within an integrated marketing plan

2. Understand integrated marketing communications

Integrated marketing communications advantages

- Distinction between marketing communications and integrated marketing communications (IMC); advantages, challenges, uses and benefits of integrated marketing communications (IMC); tactical and strategic uses; evaluation problems: multiple causation, time lags

Paid advertising

- Role of paid advertising within an IMC campaign; considerations: budget; location; publication; reach/circulation/readership; cost-effectiveness; copy writing techniques; response mechanisms (e.g. coupons)

Public relations

- Concepts and characteristics of lobbying, influencing and campaigning; role of PR in promoting products and services; role of PR in crisis management; integration of PR into an integrated marketing plan; PR KPIs

Direct marketing

- Definition, characteristics, benefits, challenges and uses; use of technology and media; response mechanisms; measurement of response rates and evaluation criteria;

3. Understand the use of digital media for marketing purposes

Developments

- Technology as a means of creating new ways of marketing and conducting market research: exploitation of new markets through internet-related services, e-marketing, new media, JIT, mobile technology, interactive television, databases; e-commerce, online surveys and social networks as sources of marketing information; technologies enhancing customer focus and targeting

Scope, benefits and drawbacks

- Advantages and disadvantages of different platforms; transparency of customer feedback and possible reputational damage; Data Protection issues; consumer privacy; push and pull digital marketing

Factors in a digital marketing campaign

- Skills requirements; writing marketing messages for use by digital media; connectivity and hardware requirements; etiquette for engaging consumers via digital media; development and use of customer profiles; Search Engine Optimization (SEO); use of CRM

Evaluation

- Budgets; targeting; cost per unit and value of digital marketing; evaluating the effectiveness and cost-effectiveness of campaigns

4. Be able to develop an integrated marketing communications plan

Objectives, targets etc.

- DAGMAR framework; Target Group Index, socio-demographic tools; setting evaluation criteria; pre- and post-testing e.g. portfolio tests, aided recall tests; contingency planning techniques

Marketing mix and intelligence

- Application of the marketing mix to integrated marketing strategy; use of sales promotions, critical success factors and integration into marketing communications plans

Alignment

- Factors in the alignment of marketing communications plans and strategies; responses to misalignment

Monitoring mechanisms

- Principles of risk identification, assessment and treatment options; Key Performance Indicators, operational and financial monitoring; identification of shortfalls, deviations and unexpected outcomes (good and bad) possible responses to deviations

Sales			
Unit aims	To provide learners with knowledge and understanding of sales and the principles and practices of professional selling in the business environment.		
Unit level	6		
Unit code	R/615/2720		
GLH	60		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes at the standards specified by the assessment criteria for the unit.		
Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Understand the principles of selling and different selling methods	1.1 Define the term 'sales' and the importance of a sales policy in an organisation 1.2 Analyse the sales function and the role of selling within the marketing mix 1.3 Explain the differences between marketing, negotiating and selling 1.4 Explain the characteristics of different methods of selling	1M1 Evaluate the impact of a chosen selling method on the performance of a specific organisation	1D1 Make recommendations for improving the sales performance of a specific organisation or product
2. Understand the principles of the sales process	2.1 Define the characteristics of the sales process 2.2 Analyse the steps in the customer-buying process 2.3 Compare differences and similarities between sales in a business-to-business and business-to-consumer context	2M1 Create a sales analysis for an organisation	2D1 Design a strategic sales plan to improve the sales of a specific product
3. Understand the importance of sales technologies for organisations	3.1 Identify and explain the advances in sales technologies which are available to organisations 3.2 Analyse the benefits and drawbacks of different sales technologies	.	3D1 Make recommendations for a specific organisation for improving sales effectiveness through the application of technology

	3.3 Evaluate the differences between online and offline selling		
4. Understand the financial dimension of sales	4.1 Explain the financial dimension of sales including the role of portfolio management 4.2 Explain the purpose of the sales budget and differences between top-down and bottom-up forecasting approaches 4.3 Analyse the role of sales variance in performance management	4M1 Evaluate how financial principles and portfolio management can increase organisational profitability and competitiveness	
5. Understand sales structures in organisations	5.1 Analyse the different sales structures in organisations 5.2 Evaluate the benefits of account management within sales structures 5.3 Explain the elements of sales force deployment 5.4 Analyse the different ways of managing an organisation's sales force		

Indicative Content

1. Understand the principles of selling and different selling methods.

- Definition of the term 'sales' and the importance of a sales policy in an organisation;
- Definition of the term 'sales', purpose and objectives of sales, sale transaction, sales pipeline, sales cycle, the role of sales in marketing;
- Definition of a sales policy, purpose of a sales policy.

Sales function and the role of selling within the marketing mix:

- Elements of sales function: order-takers, order-creators and order-getters; sales strategy framework.
- 7 'P's of marketing (product, price, place, promotion, people, process, physical evidence), push and pull sales strategies, channels of distribution.

Differences between marketing, negotiating and selling:

- Negotiation strategy, tactics and behaviour; levels of power and authority, and the impact on negotiation; integrated marketing communications (IMC), value-added selling.

Characteristics of different methods of selling:

- Professional selling, personal selling, transaction vs relationship selling, stimulus response approach to selling, mental states selling, need satisfaction selling, problem-solving selling, consultative selling, adaptive selling

2. Understand the principles of the sales process.

Characteristics of the sales process:

- Steps in selling process (selling cycle) and their characteristics;
- Sales analysis and plan, SMART objectives.

The steps in customer-buying process:

- Influences on buying behaviour; Kotler's five-stage buying decision process.

Differences and similarities between sales in a business-to-business and business-to-consumer context:

- Types of customers, market structure and demand, business-to-business (organisational) buying process, business-to-consumer buying process.

3. Understand the importance of sales technologies for organisations.

Utilisation of new technologies and their impact on the performance of organisations:

- Sales channel strategy; organisational influences on technology acceptance and usage; Davis's Technology Acceptance Model (TAM); impact of new technologies on productivity and performance effectiveness.

Benefits and downfalls of different sales technologies to drive sales:

- Sales force automation, Internet selling, social media, networking

Differences between online and offline selling:

- E-commerce vs. retail, Customer Experience Management (CEM), Customer Relationship Management (CRM), benefits and downfalls.

4. Understand the financial dimension of sales

Financial principles and the role of portfolio management:

- Increasing, diminishing and negative marginal returns; product portfolio management.

Purpose of the sales budget and differences between top-down and bottom-up forecasting approaches:

- Elements of sales budget and role in performance effectiveness of the salesforce; planning, co-ordination and control.
- Types of sales forecast, sales forecasting methods, top-down forecasting approach, bottom-up forecasting approach.

Role of sales variance in performance management:

- Sales performance measurements, sales margin price variance and sales margin volume variance.

5. Understand sales structures in organisations

Different concepts of sales organisation structures:

- Objectives of sales organisation structure, sales organisation structures; geographic, product, market, functional, salesforce deployment; allocating selling effort, determining salesforce size, designing territories; sales organisation audit.

Benefits of account management within sales structures:

- Purpose of account management, managing accounts, Customer Relationship Management (CRM)

Elements of sales force deployment:

- Alignment of sales force deployment and sales strategy, sales force specialisation, sales territories.

Different ways of managing organisation's sales force and the function of a sales manager:

- Sales force motivation objectives, motivational factors, Maslow hierarchy of needs, McClelland's Theory of Needs, Equity Theory, Expectancy Theory, demotivators.
- Sales manager responsibilities inside and outside the company, levels of authority, people's skills, performance review and feedback.

Branding			
Unit aims	To enable learners to develop knowledge and understanding of branding and its impact on the success of organisations.		
Unit level	6		
Unit code	Y/615/2721		
GLH	60		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes at the standards specified by the assessment criteria for the unit.		
Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Understand the importance of branding and brand awareness for organisations	1.1 Explain the importance of branding to organisations 1.2 Analyse how different types of branding can appeal to different types of consumer 1.3 Analyse how different types/styles of branding can be used for different products 1.4 Explain why organisations might choose between a 'house of brands' and a 'branded house' 1.5 Explain the importance to organisations of assessing brand awareness	1M1 Analyse the characteristics of a strong brand for a named organisation	1D1 Evaluate brand awareness for a specific organisation or product and make recommendations for improvement
2. Understand the principles of brand equity	2.1 Explain the customer-based brand equity model 2.2 Explain the main principles of reinforcement and revitalisation strategies 2.3 Assess the impact of brand extensions on brand equity	2M1 Evaluate the impact of a brand extension on brand loyalty	
3. Understand the role of 'secondary' brand associations in building brand equity	3.1 Describe secondary brand associations and evaluate their importance for organisations 3.2 Analyse the benefits and downfalls of individual types of secondary brand associations in the process of building brand equity 3.3 Explain potential problems linked to secondary brand associations	3M1 Evaluate the impact of a chosen secondary brand association on the brand equity of an organisation	3D1 Make recommendations to an organisation for improvement through secondary brand associations

Indicative Content

1. Understand the importance of branding and brand awareness for organisations

- Evolution of branding, brand elements, branding as a strategy, branding vs. marketing.

Consumer Behaviour:

- Consumer purchase motivation and ability, brands as symbols, consumer decision-making, brand preference, marketing mix elements, psychological needs.

Branding for products:

- Brand knowledge, product positioning, corporate branding, personal branding, global branding.

Brand architecture:

- Branding strategies, key questions of brand architecture, types of brand architecture, brand width, length and depth; market segmentation.

Brand awareness:

- Depth and breadth, competitiveness of an organisation, brand recall and recognition, salience.

2. Understand the principles of brand equity

Customer-based brand equity model:

- The role of brand identity, Keller's Brand Equity Model, brand identity and its elements, brand meaning, brand response, brand resonance, brand associations.

Reinforcement and revitalisation strategies:

- brand equity management, brand position, fortifying vs. leveraging, brand essence, Ansoff's growth strategy.

Brand extensions

- framework for evaluating extensions, brand proliferation, impact of brand extensions on parent brand equity, consumers' responses to extensions, the effect of culture, synergy, risks to an organisation.

3. Understand the role of 'secondary' brand associations in building brand equity

Secondary brand associations:

- Effects on existing brand knowledge; guidelines: commonality and complementary; awareness, meaningfulness and transferability; response-type and meaning-type responses.

Different types of secondary brand associations:

- Co-branding, celebrity-led endorsement, sponsorship, channels of distribution, licensing, countries or origin or geographical areas, ingredient-branding, third-party sources.

Potential problems:

- Negative impact on existing brand knowledge, financial implications on the brand value, corporate social responsibility, short-term and long-term impact on the brand equity.