education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

SUBJECT GUIDELINES

ADVERTISING AND PROMOTIONS

NQF Level 3

September 2007

ADVERTISING AND PROMOTIONS – LEVEL 3

CONTENTS

INTRODUCTION

1 DURATION AND TUITION TIME

2 SUBJECT LEVEL FOCUS

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment

3.2 External assessment

4 WEIGHTED VALUES OF TOPICS

5 CALCULATION OF FINAL MARK

6 PASS REQUIREMENTS

7 SUBJECT AND LEARNING OUTCOMES

7.1 Understanding the media

7.2 Understanding the media mix

7.3 Implement sales and marketing strategies

7.4 Understanding the competitive environment

7.5 Enhance team performance

7.6 Implement corporate culture

8 RESOURCE NEEDS FOR TEACHING ADVERTISING AND PROMOTIONS LEVEL 3

8.1 Physical resources

8.2 Human resources

8.3 Other resources

INTRODUCTION

A. What is Advertising and Promotions?

Advertising and Promotions is a targeting system in which an organisation matches its capabilities to the needs and wants of customers. Its objective is to provide a product or service to consumers or users to achieve optimum profit or cost efficiency in the case of a not-for-profit organisation.

To improve opportunities for success in a competitive marketplace, marketers focus their efforts on clearly defined market targets. The intention is to select those groups of customers that the company is best able to serve so that competitive pressure is minimised.

B. Why is Advertising and Promotions important in the Marketing programme?

An organisation's central mission is the satisfaction of customer requirements at a profit (or in not-for-profit sectors, the maximum level of efficiency at minimum level of cost). This is achieved by focusing the attention of the organisation on the importance of the needs of the marketplace.

C. The link between the Advertising and Promotions Learning Outcomes and the Critical and Developmental Outcomes

Marketing effectiveness depends on communication, which means identifying and solving problems in reading and written activities, working effectively with others using interactive speech and developing language capability across language applications in principles and strategies. To deal with brand, product and promotions, a marketer needs to collect, analyse, organise and critically evaluate information fundamental to making correct decisions.

Above-the-line advertising has, through effective communication and the use of science and technology, the following three main aims:

- To show the impact of information
- To develop attitudes
- To induce action beneficial to the advertiser.

D. Factors that contribute to achieving the Advertising and Promotions Learning Outcomes

A student who is interested in marketing and aims for an integrated approach, which embraces new opportunities in a dynamic, action-driven manner, based on an overall business philosophy. A marketing-orientated student is distinguished by the way he or she provides customer satisfaction to achieve business objectives.

1 DURATION AND TUITION TIME

This is a one year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided the candidate meets all of the assessment requirements.

Course preparation should consider students with special education needs (LSEN).

2 SUBJECT LEVEL FOCUS

- Identify and describe target markets in order to promote sales
- Identify and describe promotional plans and techniques.

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

3.1.1 Theoretical Component

The theoretical component will form 40 percent of internal assessment.

Internal assessment of the theoretical component of Advertising and Promotions NQF Level 3 will take the form of observation, class questions, group work, (informal group competitions with rewards), individual discussions with students, class, topic and semester tests, and internal examination. Daily observations can be done when marking assignments of the previous day and class questions.

Assignments, case studies and tests can be done at the end of a topic. Tests and internal examinations must form part of internal assessment.

3.1.2 Practical/Application Component

The practical component will form 60 percent of internal assessment.

All practical components must be indicated in a Portfolio of Evidence (PoE).

The practical component includes applications, exercises and assignments.

Internal assessment of the practical component of Advertising and Promotions NQF Level 3 will take the form of assignments, practical exercises, case studies, practical examination in a simulated business environment.

Students may complete practical assignments on a daily basis. Assignments and case studies can also be done at the end of a topic. Practical examination can form part of internal practical assessment.

- **Some examples of practical assessments include, but are not limited to:**

  A Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role play, independent activity, syntheses and evaluation)
  B Exhibitions by learners
  C Visits undertaken by learners based on a structured assignment task
  D Research
  E Task performance in a simulated/structured environment

- **Definition of the term "structured environment"**

"Structured environment" for the purpose of assessment refers to an actual or simulated workplace, or workshop environment. It is advised that a practicum room is available on each campus for practical assessment.

- **Evidence in practical/application assessments**

All evidence pertaining to evaluation of practical work must be reflected in the students' Portfolio of Evidence (PoE). The tools and instruments constructed and used for the purpose of conducting such assessments must be clear from evidence contained in the PoE.

3.1.3 Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component and the practical component of the internal continuous assessment.

3.1.4 Moderation of internal assessment mark

Internal assessment is subject to both internal and external moderation procedures as contained in the *National Examinations Policy for FET College Programmes*.

3.2 External assessment (50 percent)

A national examination is conducted annually in October or November by means of a paper set, marked and moderated externally.

Details in respect of external assessment are contained in the *Assessment Guidelines: Advertising and Promotions* (Level 3).

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. Understanding the media	20
2. Understanding the media mix	20
3. Implement sales and marketing strategies	20
4. Understanding the competitive environment	10
5. Enhance team performance	15
6. Implement corporate culture	15
TOTAL	**100**

5 CALCULATION OF FINAL MARK

Internal assessment:	Student's mark/100 x 50 = a mark out of 50	(a)
Examination mark:	Student's mark/100 x 50 = a mark out of 50	(b)
Final mark:	**(a) + (b) = a mark out of 100**	

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, purposes of moderation and verification.

6 PASS REQUIREMENTS

The student must obtain at least fifty (50) percent in ICASS and fifty (50) percent in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Advertising and Promotions Level 3 the student should have covered the following topics:

Topic 1: Understanding the media
Topic 2: Understanding the media mix
Topic 3: Implement sales and marketing strategies
Topic 4: Understanding the competitive environment
Topic 5: Enhance team performance
Topic 6: Implement corporate culture

7.1 Topic 1: Understanding the media

7.1.1 Subject Outcome 1: Describe the concept media, characteristics of different types of media and the interaction between different types of media within a marketing environment

Learning Outcomes:

- Use technology to access, identify, describe and list different types of media within a marketing context.
- Collect, analyse and critically organise and describe the characteristics and interaction between the different types of media in a comparative manner.

7.1.2 & 7.1.3 Subject Outcome 2 and 3: Formulate media objectives and demonstrate an understanding of media planning within a commercial business context

Learning Outcomes:

- Define the concepts media and media objectives in order to decode and understand meaning individually. *Range: Remind, persuade, promote and advertise.*
- Define media planning and identify and define the elements of a media plan and describe a basic outline on the structure of a media plan.
- Analyse and organise information to illustrate difficulties and advantages of successful media planning
- Elementary customer budgets are explored, as part of an interrelated system, to understand customer responses to a proposed plan and strategy

7.1.4 & 7.1.5 Subject Outcome 4 and 5: Factors influencing the choice of media are identified and the advantages and disadvantages of advertising media are described

Learning Outcomes:

- Use prior knowledge of media concepts to indicate their influence on the choice of media
- Identify different factors influencing the choice of media
  Range: Cost, nature of services and products, public target groups and circulation
- Describe underpinning advantages of advertising media in order to encourage the use of media
- Report on the comparative advantages and limitations of advertising media with appropriate examples
- Describe target audiences and their influence on the choice of media used.
- Explain promotional objectives and their influence on choice of media.

7.2 Topic 2: Understanding the media mix

7.2.1 Subject Outcome 1: Extend knowledge of promotions to various promotional activities within the immediate commercial environment of a selected enterprise

Learning Outcomes:

- Indicate basic understanding of the concept promotion based on prior knowledge in this field of study
- Identify the basic components of a promotional plan according to set requirements
- Indicate the promotional activities of a promotional plan and list them accurately
- List the long and short term objectives of promotional activities
- Clearly describe the difference between the concepts advertising and promotion in a comparative manner
- Demonstrate clear understanding of the concepts promotion, promotional plan, promotional activities, long and short term objectives through the mentioning of examples.

7.2.2 Subject Outcome 2: Demonstrate an understanding of the concepts publicity and public relations

Learning Outcomes:

- Define the concepts publicity and public relations and clearly distinguish between them by giving examples
- Indicate the extent of and possibilities for publicity and public relations in dealing with the consumer
- List the characteristics of publicity and public relations in a comparative manner using examples where possible
- Explain the importance of publicity and public relations with respect to their impact on sales and the immediate effect on the image of the business
- List comparatively the basic steps of publicity and public relations, briefly and accurately
- Describe the interconnection, interdependence and interrelation between publicity, public relations, marketing, advertising and sales

7.2.3 Subject Outcome 3: Demonstrate an understanding of the concept personal selling and the relation of personal selling to sales within a marketing context

Learning Outcomes:

- Define the concept personal selling as experienced and understood in own frame of reference, and describe its importance to marketing and sales
- Identify and describe characteristics of personal selling and determine their market related importance
- Identify and explain the basic steps in personal selling in a subject and critical order and indicate how each step enhances the selling activity
- Identify the essential difference between personal selling and advertising and the respective implications for sales
- Describe the advantages that personal selling has for both the sales person and the enterprise respectively
- Demonstrate clearly the differences between promotions, publicity and personal selling
- Describe the importance of personal selling and its possibile contribution to the prosperity of the business

7.3 Topic 3: Implement sales and marketing strategies

7.3.1 Subject Outcome 1: Interpret sales and marketing strategies

Learning outcomes:

- Obtain a sales or marketing strategy (or a part/sample or be given) to read from in order to become familiar with the content and its objectives
- Analyse a sales or marketing strategy and ask questions to clarify areas of difficulty
- Develop an implementation plan in line with objectives and tasks as listed in the sales or marketing strategy

7.3.2 Subject Outcome 2: Implement a sales or marketing strategy

Learning Outcomes:

- Determine merchandise required for the sale or marketing strategy
- Obtain examples of merchandise from approved suppliers or stores
- Identify promotional material requirements from the strategy and obtain examples within the required time frame
- Develop and implement a promotion implementation plan according to the strategy
- Prepare a manual to update and train personnel on the promotion implementation according to the initial strategy
- Obtain or design examples of promotional material in line with initial strategy

7.3.3 Subject Outcome 3: Monitor the sales or marketing strategy

Learning Outcomes:

- Constantly check merchandise quantity to meet promotion duration and expected sales
- Identify promotional problems and implement corrective action in line with company guidelines
- Monitor promotional sales against target and take corrective action in line with objectives

7.4 Topic 4: Understanding the competitive environment

7.4.1 Subject Outcome 1: Explain the nature and extent of the competitive environment

Learning Outcomes:

- Identify and explain issues regarding the competitive environment
- Identify and explain strengths and weaknesses of the competitive environment
- Identify and explain organisational tactics to match competitive strategies
- Identify and explain roles and responsibilities of team members within the competitive environment

7.4.2 Subject Outcome 2: Retain the competitive environment of products or services

Learning Outcomes:

- Identify and review competitor information, products and services on a regular basis
- Maintain the competitive edge by reviewing marketing industry advances and technology at regular intervals
- Identify and take advantage of opportunities for the acquisition of competitive information, products or services to optimise maximum commercial advantage

7.4.3 Subject Outcome 3: Discuss the different strategies applied to overcome the competitive situation

Learning Outcomes:

- List strategies that can be used in a competitive situation.
- Discuss different strategies to tackle the competitive situation including pricing strategies and product strategies.

7.5 Topic 5: Enhance team performance

7.5.1 Subject Outcome 1: Demonstrate knowledge and understanding of self as a worker in a specific work position

Learning Outcomes:

- Identify own strengths and weaknesses, based on self-reflection and feedback
- Compile a personal development plan to strengthen own performance with a view to becoming a role model for a team or group

7.5.2 Subject Outcome 2: Identify own role in an organisation

Learning Outcomes:

- Interpret the organogram of an organisation and give an indication of the student's place in the organisation (role play)
- Explain an organisation's expectations of a person in the student's position and give an indication as to how performance is monitored and measured
- Explore the values and attitudes of a particular organisation with reference to the organisation's code of ethics or conduct
- Indicate, with reference to the code of conduct of a specific organization, the effect of the code of conduct on decisions a team leader may make

7.5.3 Subject Outcome 3: Use a variety of strategies to deal with potential conflict in a team or group

Learning Outcomes:

- Identify the kinds of conflict that could arise in a team or group and demonstrate strategies to deal with issues in a team in role-play situations
- Explore strategies for creating a positive working environment in a team or group and give an indication of the role of the team leader in creating a positive work environment
- Identify situations that hamper efficiency in a group and suggest action to improve these situations
- Identify support systems available to the team and indicate the student's own role in being supportive and using a support system

7.5.4 Subject Outcome 4: Demonstrate knowledge and understanding of the dynamics within a specific group

Learning Outcomes:

- Identify the strengths and weaknesses of individuals within a group or team based on reflection and team performance
- Identify the strengths and weaknesses of individuals within a group or team in order to decide on an appropriate management strategy
- Identify situations that are a cause of concern or dissent in a group or team and develop a plan to minimise their negative effect on the team

- Identify positive situations in a group or team and develop a plan to maximise the effect on the team's performance

7.5.5 Subject Outcome 5: Develop a plan of action to enhance the performance of a team

Learning Outcomes:

- Set goals appropriate to the team in order to improve performance within a specific organisation
- Develop a plan of action as a means of achieving group or team goals
- Explain the importance of consultation and joint decision making in setting team or group goals and indicate how a team can be involved in a goal setting process
- Monitor the progress in the implementation of team goals and indicate when and how it may be necessary to amend the plan

7.6 Topic 6: Implement corporate culture

7.6.1 Subject Outcome 1: Maintain the image of the organisation

Learning Outcomes:

- Obtain and explain organisational policies and procedures according to established company standards
- Identify and explain organisational dress code and operating practices according to established company standards
- Apply organisational policies and procedures according to established company standards
- Describe how the marketing policy would support the image of the company.

7.6.2 Subject Outcome 2: Demonstrate an understanding of and apply company ethics

Learning Outcomes:

- Identify and explain the purpose of the organisational code of conduct and ethics in line with established standards and procedures
- Identify and explain the principles of the organisational code of conduct and ethics in line with organisational procedures
- Explain and give an outline of the implications of the code of conduct and ethics for an organisation, within the parameters of the business and its practices
- Apply the principles of the code of conduct and ethics using organisational standards

7.6.3 Subject Outcome 3: Co-operate with other service suppliers

Learning Outcomes:

- Identify service suppliers using organisational procedures
- Differentiate internal and external service supplier groups using organisational operating standards
- Explain the importance of external service suppliers regarding their impact on the business
- Explain the importance of internal service suppliers regarding their impact on the business
- Identify and explain operating and co-operation criteria with service suppliers within organisational requirements

7.6.4 Subject Outcome 4: Interface and interact with clients

Learning Outcomes:

- Greet and communicate with clients in accordance with company practices and standards
- Treat clients with respect and in accordance with organisational protocol
- Treat internal and external clients equally and as specified in organisational policies and procedures

7.6.5 Subject Outcome 5: Demonstrate an understanding of an organisational structure

Learning Outcomes:

- Obtain an organisational structure within company policies and procedures
- Evaluate an organisational structure and explain each role
- Identify and explain the integration between roles and responsibilities throughout the organisation an in line with an organisational flow chart

- Identify and explain the marketing department's responsibilities and the integration with other departments within organisational requirements

8 RESOURCE NEEDS FOR THE TEACHING OF ADVERTISING AND PROMOTIONS LEVEL 3

8.1 Physical resources

- Structured Marketing environment

Completely equipped with all necessary materials, devices and equipment that represents the practical environment as found in the Marketing sector, so that students have hands on training and perform practical assignments for assessment purposes.

- Technology and Research Centre
  - Computers, scanners and printers for students to complete assignments/case studies/projects and to do research
  - Access to Internet
  - Research software e.g. Encarta
  - Subject related magazines/DVDs/videos
  - Daily newspapers
  - Reference books
  - List of stakeholders involved in the training process for presentations/guest speakers/practical experience
  - Applicable legislation/Acts
  - Secure stockroom

8.2 Human resources

- The lecturer should have
  - A qualification in Marketing/ degree in Marketing/ 3 year teaching diploma/ recognition based on prior learning in this field of study
  - Facilitation skills
  - Assessor and moderator qualifications
  - Training in OBE methodology
  - Ongoing upskilling in new developments and innovations
- A full time Technology and Research Centre Manager

8.3 Other resources

- Consumables e.g. stationery
- Student guides
- Assessment guides
- Logbooks
- Workbooks
- Files
- Calculators