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# Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

## 1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<b>Australian Qualifications Framework</b> The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.	Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a> .
<b>Volume of learning</b> When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf">www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</a>	The sample delivery plans provided in section 3.2 include suggested time allocations. You may need to adjust these allocations when planning delivery in the context of a whole qualification to meet volume of learning requirements and learner needs.

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### BSBMKG413 Promote products and services

##### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

##### Application

This unit describes the skills and knowledge required to coordinate and review the promotion of an organisation's products and services.

It applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

##### Unit Sector

Business Development – Marketing

## 2.2 Unit of competency assessment requirements

### Assessment Requirements for BSBMKG413 Promote products and services

#### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

<b>Performance Evidence</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"><li>• identify the context for the promotional activities including:<ul style="list-style-type: none"><li>– relevant legislation/regulations</li><li>– organisation's goals, objectives, systems, policies and procedures</li><li>– budget and timelines</li><li>– marketing needs and, if defined, marketing plans</li><li>– objectives of the promotional activities</li></ul></li><li>• consult with relevant stakeholders to plan promotional activities to meet objectives, budget and timelines</li><li>• coordinate promotional activities including:<ul style="list-style-type: none"><li>– allocation of personnel, roles and responsibilities</li><li>– sourcing other resources and promotional products as appropriate</li><li>– use of networks and relationships</li></ul></li><li>• analyse feedback and data to evaluate the effectiveness of planning processes and promotional activities and make recommendations on future directions of promotional activities.</li></ul> <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
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## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBMKG413 Promote products and services*. These plans, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember, it is your responsibility as the trainer to use the most appropriate strategies for your learners.

The delivery plans have been developed for use in a face-to-face delivery environment. However, certain features of the delivery plans can be adapted to be used for individual/online learners, particularly for those parts of the learning content that necessitate some form of group interaction or communication.

Topic 1: Plan promotional activities	
<b>Suggested time allocation: 28 hours</b> <b>Suggested resources:</b> <ul style="list-style-type: none"> <li>Recommended reading</li> <li>Slide presentation software</li> </ul>	Slide nos: 2–17
<b>Recommended reading</b>	<b>Terminology checklist</b>
Aspire learner guide <i>BSBMKG413 Promote products and services</i> , Release 1 Topic 1: Plan promotional activities	<ul style="list-style-type: none"> <li>The marketing process</li> <li>The marketing mix</li> <li>Promotional strategy, plan and objectives</li> <li>QA and CI standards</li> <li>Ethical standards</li> <li>WHS</li> <li>Market type, segments and share</li> <li>Target audience</li> <li>Demographic and psychographic</li> <li>Lavidge and Steiner hierarchy of effects model</li> <li>Budget setting</li> <li>Gantt chart and similar scheduling tools.</li> </ul>
<b>Suggested training strategies</b>	
<ul style="list-style-type: none"> <li>Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBMKG413 Promote products and services</i>. You may wish to discuss recognition of prior learning processes with learners at this stage.</li> </ul>	
<ul style="list-style-type: none"> <li>Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. The preliminary pages of the learner guide include useful information regarding the foundation skills relevant for this unit.</li> </ul>	
<ul style="list-style-type: none"> <li>Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment.</li> </ul>	

## 3.3 Learning mapping

*BSBMKG413 Promote products and services, Release 1*

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Plan promotional activities</b>			
1.1 Identify and assess promotional activities to ensure compatibility with organisational requirements	1A Identify and assess promotional activities	1	LC 1: Part A 2
1.2 Plan and schedule promotional activities according to the marketing needs of the organisation	1B Plan and schedule promotional activities	2	LC 1: Part A 6 Part B 1, 2, 3, 4
1.3 Determine overall promotional objectives in consultation with designated individuals and groups	1C Develop promotional objectives and the promotional plan	3	LC 1: Part A 4, 5
1.4 Ensure that timelines and costs for promotion of activities are realistic and consistent with budget resources	1D Develop costs and timelines for promotions	4	LC 1: Part A 7, 8
1.5 Develop action plans to provide details of products and services being promoted	1E Develop action plans for promotional activities	5	LC 1: Part A 8
<b>Element 2: Coordinate promotional activities</b>			
2.1 Ensure personnel and resources to support promotional activities are identified and prepared to facilitate the achievement of promotional goals	2A Identify personnel and resources required to implement promotional activities	6	LC 2: Part A 1
2.2 Identify and agree roles and responsibilities for delivery of promotional services and allocate to relevant personnel	2B Agree on roles and responsibilities of personnel in delivering promotional services	7	LC 2: Part A 1, 2, 3

## 3.4 Solutions – general guidance

Practice tasks and learning checkpoints within Aspire's learner guides are designed for formative assessment only; that is, for the purpose of determining how well a learner is progressing in their learning. These activities are not designed for use in summative (final) assessments.

The solutions to practice tasks and learning checkpoints presented in sections 3.5 and 3.6 should serve as a reliable guide to the type of information that should be included in the learner's response. Refer to the learning checkpoints when evaluating learner responses.

The answers provided by the learner will vary due to a number of factors, including the:

- learner's own experiences
- learner's workplace experiences
- training situations and strategies presented by the trainer
- interpretation of the activity by the learner/trainer
- type of organisation, work practices, processes and systems encountered by the learner.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and trainers should account for other possible correct responses.
- For activities that involve responding to a case study, Aspire has provided an example of how the learner may respond. Depending on the question, the terminology used will indicate either what the learner should have included in their response, or may have included. However, trainers should take into account different phrasing used by the learner, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, Aspire can only provide an example response. Trainers should consider whether the learner has achieved the intent of the activity, taking into account the learner's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Trainers should again consider whether the learner's response is appropriate to the task within the context of the learner's training and/or workplace.

## 4.2 Assessment procedures

### Contextualisation

Final assessment tasks provided to candidates may need to be contextualised to include such requirements as organisational policies and procedures, work health and safety management strategies, state/territory regulatory requirements and organisational resources or equipment.

If contextualising any resources, assessors must:

- meet with key personnel within the organisation such as supervisors, human resources personnel and team leaders to identify sources of information and establish how performance and knowledge are demonstrated within the workplace
- re-map the resources in the relevant mapping documentation to ensure the integrity of the assessment tool is unaffected
- forward contextualised resources to your training organisation's compliance manager for approval.



## 4.3 Assessment mapping

*BSBMKG413 Promote products and services, Release 1*

Unit of competency	Part A – Questioning	Part B – Project: Scenario	Part C – Project: At work	Part D – Observation	Part E – Third-party report
<b>Element 1: Plan promotional activities</b>					
1.1 Identify and assess promotional activities to ensure compatibility with organisational requirements	Q1, Q2	P1	P1		
1.2 Plan and schedule promotional activities according to the marketing needs of the organisation	Q3	P2, P3	P2, P3	O1	O1
1.3 Determine overall promotional objectives in consultation with designated individuals and groups		P4	P4	O2, O3	O2, O3
1.4 Ensure that timelines and costs for promotion of activities are realistic and consistent with budget resources	Q4	P5	P5		
1.5 Develop action plans to provide details of products and services being promoted	Q5		O4	O4	
<b>Element 2: Coordinate promotional activities</b>					
2.1 Ensure personnel and resources to support promotional activities are identified and prepared to facilitate the achievement of promotional goals	Q6	P6, P7	P6, P7	O5, O6	O5, O6
2.2 Identify and agree roles and responsibilities for delivery of promotional services and allocate to relevant personnel	Q8	P8, P9	P8, P9		

## 4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

### Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	BSBMKG413 Promote products and services, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Promoting products and services at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Promoting products and services at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	

## Section 6: Glossary of VET terminology

The following glossary is based on the glossary provided in the Standards for Registered Training Organisations (RTOs) 2015, and has been updated to reflect current information.

**Access and equity** means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

**Accredited short course** means a course accredited by the VET Regulator in accordance with the Standards for VET Accredited Courses that leads to an AQF statement of attainment.

**AQF certification documentation** is the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.

**AQF qualification** means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

**Assessment** means the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

**Assessment system** is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.

**Assessment tools** include the following components: context and conditions of assessment, tasks to be administered to the student, an outline of the evidence to be gathered from the candidate and evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules). This term also takes in the administration, recording and reporting requirements, and may address a cluster of competencies as applicable for holistic assessment.

**Assessors** are persons who assess a learner's competence.

**Audit** means an audit or compliance audit undertaken by the VET Regulator.

**Australian Industry and Skills Committee (AISC)** was established by the COAG Industry and Skills Council in May 2015 to give industry a formal, expanded role in policy direction and decision-making for the vocational education and training sector.

**Australian Qualifications Framework (AQF)** means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.