

Contents

About this guide	5
Section 1: Meeting VET sector requirements	7
1.1 How Aspire's resources assist in meeting requirements	7
1.2 Resource quality assurance processes	16
Section 2: Unit of competency information	17
2.1 Unit of competency	17
2.2 Unit of competency assessment requirements	21
2.3 Aspire resources available for this unit	22
2.4 Target groups	24
Section 3: Training requirements	25
3.1 Delivery approach	25
3.2 Delivery plans	26
3.3 Learning mapping	39
3.4 Solutions – general guidance	44
3.5 Solutions to practice tasks	45
3.6 Solutions to learning checkpoints	52
Section 4: Assessment	71
4.1 Assessment approach	71
4.2 Assessment procedures	72
4.3 Assessment mapping	78
4.4 Assessment solutions and marking guidance	83
4.5 Completing the record of outcome	93
Section 5: Forms	96
Section 6: Glossary of VET terminology	97

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
Australian Qualifications Framework 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: www.aqf.edu.au .
Volume of learning 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: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf	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.

1.2 Resource quality assurance processes

Aspire's resources are developed with rigorous quality assurance (QA) practices in place.

The QA process includes five components that support VET sector requirements:

1. Independent external QA of Aspire resources is carried out by QA consultants who are not employed or subcontracted by Aspire for resource development and have no other involvement or interest in the operations of Aspire. These QA consultants have vocational competencies and current industry skills relevant to the unit and/or current knowledge and skills in vocational teaching and learning. QA consultants also hold either:
 - TAE40110 Certificate IV in Training and Assessment (or its successor)
 - a diploma or higher level qualification in adult education.
2. Aspire engages with relevant industry bodies to ensure its resources meet industry needs (as identified in each individual unit of competency). This involves networking on an ongoing basis with industry networks, peak bodies and/or employers, and obtaining their feedback on resource content and assessments.
3. Resources are also reviewed by various training organisations and learner groups prior to release, to obtain and address feedback concerning resource usability.
4. Aspire uses external writers and/or subject matter experts who have relevant qualifications to an appropriate level in the subject area of the unit and current knowledge and skills in vocational teaching and learning.
5. Aspire's instructional design team has the following qualifications or similar:
 - Certificate IV in Training and Assessment or higher (with a preference for Diploma of VET)
 - TAESS00001 Assessor Skill Set or its successor.

Section 2: Unit of competency information

2.1 Unit of competency

BSBMKG414 Undertake marketing activities

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 plan, implement and manage basic marketing and promotional activities. It is a foundation unit covering general and basic marketing and promotional activities that do not require detailed or complex planning or implementation.

It applies to people with no previous experience in marketing. It could be undertaken as part of a broader role of a person in a small enterprise, or as part of a marketing plan for a larger enterprise.

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

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

Element	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

2.2 Unit of competency assessment requirements

Assessment Requirements for BSBMKG414 Undertake marketing activities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.
Performance Evidence	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> research marketing practices of the organisation plan and implement a marketing activity record activities and processes used in marketing activity review effectiveness of marketing plan. <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
Knowledge Evidence	<p>To complete the unit requirements safely and effectively, the individual must:</p> <ul style="list-style-type: none"> describe basic foundations of marketing practices describe organisational policies and procedures on marketing outline specific product knowledge related to products and services being marketed.
Assessment Conditions	<p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:</p> <ul style="list-style-type: none"> office equipment and resources examples of products or services to be marketed marketing plans, policies and procedures case studies and, where possible, real situations. <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>
Links	<p>Companion volumes available from the IBSA website:</p> <p>http://www.ibsa.org.au/companion_volumes -</p> <p>http://www.ibsa.org.au/companion_volumes</p>

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBMKG414 Undertake marketing activities*. 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: Research marketing information	
Suggested time allocation: 15 hours Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 2–14
Recommended reading	Terminology checklist
Aspire learner guide <i>BSBMKG414 Undertake marketing activities</i> , Release 1 Topic 1: Research marketing information	<ul style="list-style-type: none"> Competitive advantage Cost-leadership strategy Differentiation strategy Focus strategy Situational analysis Market segmentation Demographic segmentation Geographic segmentation Psychographic segmentation Behavioural segmentation Marketing mix Informing strategy Persuading strategy Image creation strategy Reassurance strategy Distribution channels Direct and indirect distribution Distribution intermediaries Retailers and wholesalers Distributors and dealers Franchises Internet Intensive distribution Selective distribution Exclusive distribution

3.3 Learning mapping

BSBMKG414 Undertake marketing activities, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Research marketing information			
1.1 Research concept of marketing as it applies to the organisation	1A Research your organisation's concept of marketing	1	LC 1: Part A 1
1.2 Identify and analyse organisation's marketing plan and relevant policies and procedures	1B Identify and analyse the organisation's marketing plan and relevant policies and procedures	2	LC 1: Part A 2
1.3 Identify need for marketing activities from established marketing plan	1C Identify the need for marketing activities using the existing marketing plan	3	LC 1: Part A 4
1.4 Investigate previous marketing activities for relevant information	1D Investigate previous marketing activities	4	LC 1: Part A 6
1.5 Identify profile of market segment	1E Create a profile of the market segment	5	LC 1: Part B 1
1.6 Identify positioning and market mix for each target segment	1F Identify positioning and the market mix for each target segment	6	LC 1: Part B 5
1.7 Identify outcomes expected from marketing activities	1G Identify the outcomes expected from the marketing activities	7	LC 1: Part B 3
Element 2: Plan marketing activities			
2.1 Undertake analysis of collected basic marketing information	2A Analyse the market	8	LC 2: Part A 1

Final assessment tasks and recommended options

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete three assessment tasks.

Complete the following task	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
Select and complete one of the following	Part B – Project: Undertaking marketing activities at BizOps Enterprises You will demonstrate your skills and knowledge by completing a scenario-based project. OR Part C – Project: Undertaking marketing activities at work You will demonstrate your skills and knowledge by completing a project in your workplace.
Select and complete one of the following	Part D – Observation Your work performance will be documented while being observed by an assessor. OR Part E – Third-party report Your work performance will be documented using a third-party report completed by a relevant supervisor.

Negotiating assessment tasks

It is critical that candidates understand the assessment tasks and expectations of their performance, as well as any options that may be available. Aspire's learner guides include a range of options for assessment (as outlined), depending on the unit being assessed and the characteristics of the candidate.

For example, a candidate completing assessment in a workplace (their own or via a work placement) may rely on a third-party report assessment. However, candidates completing assessment after a workshop-based program may require assessor observations in a simulated workplace task.

Candidates may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

4.3 Assessment mapping

BSBMKG414 Undertake marketing activities, 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
Element 1: Research marketing information					
1.1 Research concept of marketing as it applies to the organisation	Q1	P1	P1	O1	O1
1.2 Identify and analyse organisation's marketing plan and relevant policies and procedures	Q2	P2	P2	O2	O2
1.3 Identify need for marketing activities from established marketing plan		P4	P4	O3	O3
1.4 Investigate previous marketing activities for relevant information				O4, O15	O4, O15
1.5 Identify profile of market segment		P5	P5	O9	O9
1.6 Identify positioning and market mix for each target segment	Q3	P6	P6		
1.7 Identify outcomes expected from marketing activities		P7	P7	O5	O5
Element 2: Plan marketing activities					
2.1 Undertake analysis of collected basic marketing information		P8	P8	O6	O6
2.2 Develop and document work activity plans for marketing activities		P9	P9	O8	O8
2.3 Obtain approval of plans from relevant enterprise personnel	Q4	P11	P11		

4.4 Assessment solutions and marking guidance

General guidance

Assessors should review the solutions provided and adapt and/or contextualise them (and the final assessment tasks themselves where necessary) to suit the training and assessment context as part of their assessment planning activities.

The solutions to final assessment tasks presented in this section should serve as a reliable guide to the type of information that should be included in the assessment candidate's response. The answers provided by the assessment candidate will vary due to a number of factors, including the:

- candidate's own experiences
- candidate's workplace experiences
- interpretation of the assessment task by the assessment candidate/assessor
- type of organisation, work practices, processes and systems encountered by the candidate.

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 assessors should account for other possible correct responses.
- For activities that involve responding to a scenario, Aspire has provided an example of how the candidate may respond. Depending on the question, the terminology used will indicate either what the candidate should have included in their response, or may have included. However, assessors should take into account different phrasing used by the candidate, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, assessors should consider whether the candidate has achieved the intent of the activity, taking into account the candidate's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Assessors should again consider whether the candidate's response is appropriate to the task within the context of the candidate's training and/or workplace.