

College	
Name & Role	Martin, Lecturer
Unit Name(s) & Code(s)	DG6V 34 Marketing Practice: An Introduction
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Learners

Description & Common Characteristics etc.

A business-orientated subject for 1st year Retail students.

The Context

Target Outcomes, Knowledge and/or Skills, Performance Criteria, Evidence Requirements

Four LO's covering each of the 4p's, Product, price, promotion and place– All in class, open book, restricted response. A tough unit to tackle in 12 weeks.

E-Assessment could allow for more in class learning

Outcome 1 EXPLAIN THE PRODUCT DECISIONS OF AN ORGANISATION

Outcome 1 Knowledge and/or skills

- Product decisions of a particular organisation in terms of their Product mix ♦
- Product life cycle in terms of the existing Product portfolio and the requirement for Product portfolio changes
- The Boston Matrix and Product life cycle relationship

- Appraisal of Products in the light of changing market conditions

Outcome 1 Evidence requirements

To achieve this Outcome each candidate must provide evidence that demonstrates his/her knowledge and/or skills.

Each candidate must provide evidence to show that she/he can:

- analyse the product decisions of a particular organisation in terms of product mix
- analyse the life cycle stages of products in terms of an organisation's existing product portfolio
- identify and explain the factors which might force an organization to constantly change its product portfolio
- explain the relationship between Product Life Cycle and Boston Matrix
- identify and explain the Boston Matrix:
 - *the advice it offers to managers with regard to balancing a portfolio*
 - *the advice it offers to managers with regard to objective setting*

Outcome 2 EXPLAIN HOW AN ORGANISATION MAKES PRICING DECISIONS

Outcome 2 Knowledge and/or skills

- Pricing strategies in terms of internal factors and external factors
- Pricing decisions in terms of organisational objectives
- Modifications of pricing decisions in terms of changing market conditions
- Modifications of pricing in terms of organisational objectives
- Pricing strategies and policies

Outcome 2 Evidence requirements

To achieve this Outcome each candidate must provide evidence, which demonstrates his/her knowledge and/or skills.

Each candidate must provide evidence to show that he/she can:

- Distinguish between the different types of pricing policy that an organisation could use
- Explain potential pricing strategies:
- the strengths and weaknesses of each strategy
 - pricing strategies in terms of internal factors
 - evaluate pricing strategies in terms of external factors
 - pricing strategies in terms of organisational objectives
- Outline the factors which force a company to modify its pricing strategy:
 - the internal factors
 - the external factors

Outcome 3 EXPLAIN THE DISTRIBUTION DECISIONS OF AN ORGANISATION

Outcome 3 Knowledge and/or skills

- Marketing and distribution systems available to a manufacturer
- Factors influencing a manufacturer in her/his channel choice
- Marketing objectives of intensive, selective and exclusive distribution

Outcome 3 Evidence requirements

To achieve this Outcome each candidate must provide evidence, which demonstrates his/her knowledge and/or skills.

Each candidate must provide evidence to show that he/she can:

- Distinguish between the marketing channels available to an organization
- Explain the factors which will influence an organisation in their channel choice:
 - product characteristics
 - market characteristics
 - competitor methods
 - financial position of the organisation
 - seasonal factors
 - distributor resistance
 - legal restrictions
 - availability of an existing network
- Explain the marketing objectives influencing channel choice:
 - intensive distribution
 - exclusive distribution
 - selective distribution

Outcome 4 EXPLAIN THE EXTERNAL MARKETING COMMUNICATIONS OF AN ORGANISATION

Outcome 4 Knowledge and/or skills

- The promotional mix
- The promotional mix in the context of push and pull strategies
- The external marketing communication system in the context of the promotional mix and internal and external factors
- The promotional mix in the context of organisational objectives
- Modification of the promotional mix in the context of changing market conditions and organisational objectives

Outcome 4 Evidence requirements

- To achieve this Outcome each candidate must provide evidence, which demonstrates his/her knowledge and/or skills.
- Each candidate must provide evidence to show that he/she can:
- Explain the importance of promotion to organisations

Existing approaches to assessment for the Unit are:

Outcomes are currently assessed using paper, by a mixture of short essays in response to a series of structured questions

Staff experience/expertise in technology-enhanced assessment

The Solution

Descriptions

- Develop a series of online quizzes to be answered based on a case study. QandA's drag and drops etc. could assess key theory and analyse and application of a new case study

Assessment Type:

- Summative

Rationale

- I think a more interactive assessment approach would assist learning and understanding of key theory. It would also remove the paper generated by existing methods – a college target

Technology & Delivery Setting

- Access to computer, mobile phone etc., Assessment task is open-book

Resources and Tools Required

- MyCity and MyPortfolio access

What the Tutor Does (and ICT skills required)

- Setup of quiz bank, design of assessment opportunities

What the Students Do (and ICT skills required)

- Basic navigation of MyCity, may need to be shown

Outcomes

Implementation and effectiveness

Martin found this much more time consuming than anticipated - quizzes made a lot of use of drag and drop- feedback from students using the prototype quiz was very positive, any

negatives was that having all assessment as MCQ / drag and drop might be too easy! In the test phase they indicated would they would like harder versions! When trying out the extended answers format there were queries from students - due to the fact they had not had them before. In Martins opinion on this unit there is too many assessment (4 yellow papers hour exams) in Martin's opinion that ruins it. He would like to split the assessment into 2 online assessments 1st MCQ style to test theory (remember and identify) and second online extended answers (more analysis).

Student feedback

Feedback from students using the prototype quiz was very positive, any negatives was that having all assessment as MCQ / drag and drop might be too easy! In the test phase they indicated would they would like harder versions!

Positive

- “interactive and interesting”
- “Quicker and more useful”
- “Easy to understand”
- “fresh assessment – would motivate me”
- “good mix of questions”
- “gets you thinking more”
- “Modern – better than yellow paper!”

Negatives (with responses)

- “too easy if in the same format”
 - actual assessment would be a mix of questions
- “No wrong answers”
 - actual assessments MQCs will have a variety of responses
- “I don’t like typing”
 - arrangements could be made for students with specific requirements

Reflections & Changes

- This Unit needs updating. Trialing E-assessment would be a good opportunity to freshen it up.

Working on this unit prompted Martin to think about the need to write a new descriptor and exemplar because the existing evidence requirements seem too restrictive, to such an extent to seem to even rule out prior verification with his new methods interesting observation is that the phrase in the descriptor 'in writing' might be construed as meaning paper! He thinks that with more work he could perhaps do it. The problem with the existing extended response questions is that they are difficult to put as an objective test e.g. learning 'outcome 1 -1 - analyse product mix and comment on its current product decisions'. But with more time and help he might be able to do so.

Security and authenticity questions = in class or at home? Probably best in a controlled environment i.e. in class.

Future plans

Moving assessment online would be welcomed by students. First objective next year; not on paper - assessment all online

Martin is in touch with the SQA folk with a view to asking them to update and rewrite the unit. Also the idea of having lecturers across the colleges collaborate on redesigning assessments would probably work

Martin is part of the qualifications development team these are relatively open forums so it makes sense to seed them with e-assessment people to feed into the development process, going forwards

Issues

- Security and Authenticity - Restricted to in-class or open to be completed anywhere?
- Problems could arise from trying to design innovative assessments to fit existing descriptors
- Training – for staff and students
- Writing 'higher order thinking' MCQs is tough!