



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

ADVERTISING AND PROMOTIONS

NQF LEVEL 2

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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 intension 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 impact 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 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.

ADVERTISING AND PROMOTIONS – LEVEL 2

CONTENTS

- 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. Creativity in a Marketing Environment
 - 7.2. Promotional Concepts
 - 7.3. Persuasive Advertising in Marketing Environments
 - 7.4. Implementing Promotional Instructions
 - 7.5. Professional Behaviour of a Marketing Assistant
 - 7.6. Basic Skills in Customer Service
- 8. RESOURCE NEEDS FOR THE TEACHING OF ADVERTISING AND PROMOTIONS – LEVEL 2**
 - 8.1. Physical resources
 - 8.2. Technology and Research Centre
 - 8.3. Human resources
 - 8.4. Other resources

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 student meets all the assessment requirements.

Students with special education needs (LSEN) must be catered for in a way that eliminates barriers to learning.

2 SUBJECT LEVEL FOCUS

A student is able to describe products, services and techniques used in marketing.

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

3.1.1 Theoretical component

The theoretical component forms 40 percent of the internal assessment mark.

Internal assessment of the theoretical component in Advertising and Promotions Level 2 takes the form of observation, class questions, group work, informal group competitions with rewards, individual discussions with students, class, topic and semester tests and internal examinations. Lecturers can observe students when marking exercises from the previous day and asking class questions.

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

3.1.2 Practical component

The practical component forms 60 percent of the internal assessment mark.

Practical components include applications and exercises. All practical components must be indicated in a Portfolio of Evidence (PoE).

Internal assessment of the practical component in Advertising and Promotions Level 2 takes the form of assignments, practical exercises, case studies and practical examinations in a simulated business environment.

Students may complete practical exercises daily. Assignments and case studies can be completed at the end of a topic. Practical examinations 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, synthesis and evaluation)
- B. Exhibitions by students
- C. Visits undertaken by students based on a structured assignment task
- D. Research
- E. Task performance in a "Structured Environment"

- **Definition of the term "Structured Environment"**

"Structured environment" for the purposes 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 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 to conduct these assessments must be clear from the evidence contained in the Portfolio of Evidence (PoE). A checklist of the practical work that will be

submitted with the Portfolio of Evidence (PoE) must be designed to facilitate the assessment of the Portfolio of Evidence (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 (40 percent) and the practical component (60 percent) of the internal continuous assessment (ICASS).

3.1.4 Moderation of internal assessment mark

Internal assessment is subjected to internal and external moderation procedures as set out 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(s) set and moderated externally. A practical component will also be assessed.

External assessment details and procedures are set out in the *Assessment Guidelines: Advertising and Promotions* (Level 2).

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. Creativity in a Marketing Environment	20
2. Promotional Concepts	10
3. Persuasive Advertising in Marketing Environments	20
4. Implementing Promotional Instructions	20
5. Professional Behaviour of a Marketing Assistant	10
6. Basic Skills in Customer Service	20
TOTAL	100

5 CALCULATION OF FINAL MARK

Internal assessment mark: 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, reporting, moderation and verification purposes.

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 2, the student should have covered the following topics:

- Topic 1: Creativity in a Marketing Environment
- Topic 2: Promotional Concepts
- Topic 3: Persuasive Advertising in Marketing Environments
- Topic 4: Implementing Promotional Instructions
- Topic 5: Professional Behaviour of a Marketing Assistant
- Topic 6: Basic Skills in Customer Service

7.1 Topic 1: Creativity in a Marketing Environment

Subject Outcome 1: Explain the concept creativity in advertising in a selected marketing environment

Learning Outcomes:

The student should be able to:

- Explain the concept creativity as it applies to an advertisement.
- Give examples of the concept creativity.
- Describe the creative process to demonstrate how the process works.
- Identify different perspectives on creativity in a selected marketing environment.

Subject Outcome 2: Define creative strategy and list the basic components of a creative strategy in a selected marketing environment.

Learning Outcomes:

The student should be able to:

- Explain the concept creative strategy as it applies to a marketing environment using an example.
- List the basic components of a creative strategy as illustrated in a specific industry.
- Explain how creative strategies work.

Subject Outcome 3: Identify creative tactics in a basic creative strategy.

Learning Outcomes:

The student should be able to:

- Demonstrate an understanding of the concept creative tactics.
- List creative tactics as applicable to printing.
- List creative tactics as applicable to television advertising.
- List creative tactics as applicable to outdoor advertising.

Range: Banners, billboards and signage

- Describe tactics that are applicable to twenty-first century media.

Range: SMS and MMS

Subject Outcome 4: Describe the basic steps to determine client evaluation of creative work.

Learning Outcomes:

The student should be able to:

- Explain the concept and importance of client evaluation of creative work to demonstrate understanding.
- List basic guidelines for client evaluation and incorporate these guidelines into a simple questionnaire.
- List and explain the components of the AIDA principle to demonstrate an understanding of this important principle.
- List the basic steps in determining valuable inputs from customers according to the questionnaire.

7.2 Topic 2: Promotional Concepts

Subject Outcome 1: Explain the concept promotions and promotional mix in a marketing environment.

Learning Outcomes:

The student should be able to:

- Define the concept promotions.
- Explain the impact of promotional activities on the customer in a marketing environment.
- Explain the impact of promotional activities on sales in a marketing environment.
- Describe the concept promotional mix.
- Discuss promotional strategy in relation to the promotional mix.
- Describe factors to be considered in the development of the promotional mix including consumer, budget and product.

Subject Outcome 2: Identify different types of promotional tools.

Range: Advertising, publicity, personal selling, sales promotion, trade promotions, direct marketing and interactive marketing

Learning Outcomes:

The student should be able to:

- List promotional tool types.
- Give examples of promotional tool types.
- Describe the scope and importance of each promotional tool type.
- Compare characteristics of promotional types according to audience, message, cost, sponsor, flexibility, credibility, major goal and example.
- Explore different actions that convey specific messages.
- Describe different opportunities in which promotions can successfully be implemented.

Subject Outcome 3: Describe how promotional tools are used.

Range: Advertising, publicity, personal selling, sales promotion, trade promotions, direct marketing and interactive marketing

Learning Outcomes:

The student should be able to:

- Define the concepts promotional techniques and promotional instruments to demonstrate understanding.
- Explore the latest promotional techniques and promotional instruments used in a selected marketing environment.
- List promotional techniques that could be used in a promotional or advertising campaign.
- List promotional instruments that could be used successfully in a promotional or advertising campaign.
- Describe and illustrate the use of sales promotions.
- Describe the media used to inform customers of adverts or products.
- Describe promotional displays as part of promotions and promotional activities.
- List the uses of promotional displays.

Subject Outcome 4: Discuss the importance of promotions and promotional activities.

Learning Outcomes:

The student should be able to:

- Explain the importance of promotions in the Marketing Mix.
- Describe the importance of sales promotions.
- Describe a promotional plan in relation to promotions and promotional activities.
- Demonstrate a clear understanding of the concept sales in relation to promotions.
- Provide a broad outline of the nature and extent of sales in relation to promotions.
- Explain the impact a promotional activity has on sales in relation to customer and actual sales.

7.3 Topic 3: Persuasive Advertising in Marketing Environments

Subject Outcome 1: Explain the concept advertising in a marketing environment.

Learning Outcomes:

The student should be able to:

- Define the concept advertising as applicable to a commercial environment to demonstrate understanding.
- Give the purpose of advertising.

Subject Outcome 2: Explain the relation between mass media and advertising.

Learning Outcomes:

The student should be able to:

- Define the concept mass media to demonstrate understanding.
- Explain the relationship between mass media and advertising by indicating the link between the two concepts.
- Explain the concept mass media as it applies to a marketing environment.
Range: Spoken word, publications and demonstrations
- Give examples of mass media including radio, newspapers, television and magazines.

Subject Outcome 3: List basic advertising principles in the marketing environment.

Learning Outcomes:

The student should be able to:

- Describe advertising principles clearly in a marketing environment.

Subject Outcome 4: Identify the basic requirements for persuasive advertising.

Learning Outcomes:

The student should be able to:

- Explain the concept persuasive advertising.
- Define persuasive communication.
- List the principles of persuasive communication.
- List the basic requirements of persuasive advertising to promote its importance.
- List requirements of persuasive advertising according to recognised marketing standards.
- Describe importance of persuasive advertising.
- Illustrate the advantages and disadvantages of adhering to and not adhering to the basic requirements of persuasive advertising.

Subject Outcome 5: Identify tools and techniques to manage persuasive advertising.

Learning Outcomes:

The student should be able to:

- Define the concepts tools and instruments of persuasive advertising.
- List the different tools and instruments of persuasive advertising.
- Tabulate the differences between tools and instruments.
- Describe the individual tools and instruments in relation to their use.

Subject Outcome 6: Explain the importance of persuasive advertising for any marketing department.

Learning Outcomes:

The student should be able to:

- Explain the overall persuasive communication role in marketing communications.
- Explain the importance of persuasive advertising.
- Describe the competence, knowledge and skills that are critical to persuasive advertising.

Subject Outcome 7: State reasons why it is necessary to persuade customers.

Learning Outcomes:

The student should be able to:

- Outline the reasons for the necessity of persuading customers to ensure an increase in sales.
- Identify and explain ways or methods of persuading customers with examples and reasons for the choice.

Subject Outcome 8: Explain the AIDA principle and its use in advertising.

Learning Outcomes:

The student should be able to:

- Give the AIDA acronym in full.
- Explain the AIDA principle.
- Explain how the AIDA principle functions in an advertisement.
- List the requirements of the AIDA principle.
- Describe the influence of the AIDA principle on an advertisement in relation to the implications of not using it.
- Analyse an advertisement to ascertain if it meets the AIDA requirements. Include the advertisement as evidence.

Subject Outcome 9: Describe how knowledge of the target audience and product aids the development and design of an advertisement.

Learning Outcomes:

The student should be able to:

- Describe how knowledge of a target audience aids the design of a new advertisement that meets AIDA

requirements.

- Describe how knowledge of a product aids the design of a new advertisement that meets AIDA requirements.
- Design an advertisement that takes knowledge of target audience and product into account and include it as evidence.

Subject Outcome 10: List ways to determine the purpose of an advertisement.

Learning Outcomes:

The student should be able to:

- Identify the purpose of an advertisement.
- Identify and describe the manner in which an advertisement can retrieve feedback from consumers and the reason for the need for feedback from consumers.
- Explain the manner in which feedback from consumers aids in the design of advertisements.
- Design an advertisement that adheres to the AIDA principles and reflects the purpose of the advertisement and feedback from consumers.

Subject Outcome 11: Describe ways in which an advertisement can solicit feedback from consumers

Learning Outcomes:

The student should be able to:

- Identify and describe ways in which an advert can retrieve feedback from consumers.
- Give a reason for the need of consumer feedback.
- Design an advert that takes into account consumer feedback. Collect the feedback and include with advert. Consider the AIDA principle when designing an advert that takes into account consumer feedback.

7.4 Topic 4: Implementing Promotional Instructions

Subject Outcome 1: Describe an organisational promotional strategy.

Learning Outcomes:

The student should be able to:

- Explain the nature of promotional activities in the organisation in terms of the organisation's promotional strategy.
- Explain the importance of promotional activities in the organisation in terms of the organisation's promotional strategy.
- Describe the ideal media to communicate promotional activities.
- Describe the media used by an organisation to communicate promotional activities.

Subject Outcome 2 and 3: Build, ticket, dismantle and maintain promotional displays.

Learning Outcomes:

The student should be able to:

- Source information that could be used to build a promotional display.
- Draw a planogram that can be used to assemble a promotional display.
- Describe the promotional display and ticketing strategy of an organisation in terms of how it differs from regular displays.
- Described the price marking of items on promotion in terms of how it differs from regular price marking in the organisation.
- Assemble and merchandise a special promotional display stand according to organisational promotional requirements.
- Display promotional ticketing according to the policy and procedures of the organisation.
- Dismantle promotional displays at the end of the promotion and handle left over stock or ticketing according to organisational policies and procedures.
- Maintain promotional displays and ticketing throughout the promotion.
- Keep displays as fully stocked as stock on hand allows.
- Communicate successes and shortfalls of the promotion or expected excesses of stock to relevant parties.

7.5 Topic 5: Professional Behaviour of a Marketing Assistant

Subject Outcome 1: Know how to behave in a business environment.

Learning Outcomes:

The student should be able to:

- Describe dress code in accordance with established and familiar policy.
- Explain reasons why it is important to honour one's own working hours with examples of the consequences of not doing so.
- Explain the importance of a positive attitude.
- Identify qualities that indicate attitude.
- Describe good work practice in terms of keeping colleagues informed about work activities such as work in progress, absence from work or workstation and leave.
- Name the reasons why listening skills are important in the workplace and give examples of negative and positive listening skills.
- Describe regulations regarding smoking in the workplace with reference to legal requirements and established policy.
- Understand the criteria included in a company code of conduct and applied in a familiar situation.

Subject Outcome 2: Interpret body language in a business environment.

Learning Outcomes:

The student should be able to:

- Give reasons why it is important to interpret body language correctly in the workplace with examples from a selected business context.
- Explain the reasons why good posture and eye contact are important in the workplace with examples from a selected business context.
- Explain the proper use of a handshake as a greeting in a business setting.
- Compare different handshakes used in South Africa and determine when it is appropriate to use each handshake.
- Explain the importance of respecting other people's space and explain why it is inappropriate to touch other people in a business environment.
- Explain, with examples, the consequences of ignoring business etiquette.
- Describe examples of positive and negative body language.
- Describe behaviour, with examples, that could be considered as sexual harassment in the workplace.

Subject Outcome 3: Meet people in a business setting.

Learning Outcomes:

The student should be able to:

- Explain why first impressions are important in a business environment.
- Explain the procedure for dealing with unexpected guests in terms of established procedures.
- Greet guests in the reception area according to established and familiar procedures.
- Welcome guests visiting a manager or supervisor according to established and familiar procedures.
- Introduce people to each other in a business-like manner.
- Demonstrate different ways of closing an interaction with a customer in a familiar context.

Subject Outcome 4: Demonstrate an understanding of basic business ethics in the business environment.

Learning Outcomes:

The student should be able to:

- Discuss the concept ethics in relation to one's own business environment.
- Outline the meaning of ethical business practices from a familiar context.
- Explore sources of ethical values with examples from a selected business environment.
- Explain ethical values on-the-job with relevant examples.
- Describe personal attitudes and factors that affect ethical values in the workplace with examples from a familiar business context.
- Explore the concept of ethical diversity at a basic level of understanding using realistic examples from a business context.

7.6 Topic 6: Basic Skills in Customer Service

Subject Outcome 1 and 2: Explain customer service and engage in an interaction with a customer.

Learning Outcomes:

The student should be able to:

- Explain good customer service with reference to business sector and an organisation's competitive edge.
- Identify different types of customer in a specific organisation.
- Identify the consequences of poor service with reference to customers, employees and the organisation.
- Explain the procedure for escalating queries with reference to own limit of authority.
- Open an interaction with a customer in the organisation's internal standards.
- Identify the customer's needs and reflect back to the customer to confirm understanding.
- Request information to clarify the need.
- Use non-verbal communication clues to determine an approach to the interaction.
- Create a list of non-verbal communication clues and their meanings for future use or to train new employees of an organisation.
- Close an interaction with reference to the organisation's internal standards.

Subject Outcome 3: Demonstrate communication skills to respond to a customer need.

Learning Outcomes:

The student should be able to:

- Demonstrate active listening skills in three different customer service interactions.
- Identify keywords in a customer dialogue and use it to formulate an appropriate response.
- Record the main details of the customer's needs, request, query or complaint. Check the entry for accuracy.

Subject Outcome 4: Process a query to respond to a customer.

Learning Outcomes:

The student should be able to:

- Use information about the customer and the need to formulate an appropriate response.
- Use appropriate language to communicate the response to the customer.
- Escalate enquiries outside own level of authority to the appropriate party.
- Reach an agreement on follow-up actions with the customer.
- Give feedback on the progress of a query to the customer.

8 RESOURCE NEEDS FOR THE TEACHING OF ADVERTISING AND PROMOTIONS LEVEL 2

8.1. Physical resources

A "Structured Environment" that is equipped with all necessary material, devices and equipment to represent the practical environment found in the Marketing sector should be set up so that students can get hands-on training and perform practical assignments for assessment purposes.

8.2. Technology and Research Centre

- Computers, scanners and printers for students to complete assignments, case studies and projects
- Access to the Internet to do research
- Research software, for example, Encarta
- Subject-related magazines, DVDs and videos
- Daily newspapers
- Reference books
- List of stakeholders for presentations, guest speakers and practical experience
- Applicable legislation and acts
- Secure stockroom

8.3. Human resources

The lecturer should have:

- a qualification in Marketing or a three-year teaching diploma;

- recognition-based on prior learning in this field of study;
- facilitation skills;
- assessor and moderator qualifications;
- training in outcomes-based education methodology; and
- ongoing interest in new developments and innovations.

The lecturer should also be a full-time Technology and Research Centre manager.

8.4. Other resources

- Consumables, for example, stationery
- Assessment Guidelines
- Logbooks
- Workbooks
- Files
- Calculators