

About this resource

This resource is for trainers and assessors of the unit *BSBMKG417 Apply marketing communication across a convergent industry*, Release 1. It complements the corresponding *Aspire Learner guide*.

The *Trainer and assessor resource* (TAR) provides you with ideas and guidance on encouraging and supporting students through the training and assessment process using Aspire resources. It is designed to help you optimise the student’s experience and record details of their competency.

The TAR is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	How to use the TAR
Formative assessment	Formative assessment marking guide
Summative assessment	Summative assessment marking guide
Mapping	Formative mapping tool Summative mapping tool
Supporting documents	Sample documents
Student assessment	Student assessment workbook

Key features of the TAR

- The *Trainer and assessor resource* complements the *Aspire Learner guide*.
- Includes weblinks to the relevant unit of competency and other support resources.
- Provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.

Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to engage with students about the learning content.
- Clearly maps the learning content to the unit of competency requirements.

Summative assessment

- Includes detailed instructions to assessors on each assessment task.
- Includes a marking guide for each final assessment task.
- Clearly maps the final assessments to the unit of competency requirements.

Unit of competency details

Refer to the following website for information on the unit of competency *BSBMKG417 Apply marketing communication across a convergent industry* and the assessment requirements for this unit: <http://training.gov.au/Training/Details/BSBMKG417>

Assessment information refers to the following components of the assessment requirements document:

- Performance evidence
- Knowledge evidence
- Assessment conditions

The Training Package Companion Volume Implementation Guide for the Community Services Training Package can be accessed at: <http://aspirelr.link/bsbtrainingpackage>

Formative assessment overview

This resource complements the corresponding *Aspire Learner guide*. Formative assessment helps students to consolidate their learning and trainers to determine how students are progressing.

How to use formative assessment

Formative assessment tasks can be used by students in a variety of settings. Trainers can adapt these resources in a variety of ways, such as for small groups, verbal questioning, online forums or individual tasks. Trainers may choose to add to, change or substitute the questions provided by Aspire. This should be done according to the experience of students and the specific learning situation.

Practice tasks and learning checkpoints

Aspire learner guides include practice tasks and learning checkpoints with questions about the learning content. These formative learning tasks are mapped to the unit of competency and include a range of question styles to suit most students. They allow the student to review their understanding of the content.

The question styles and content are designed to complement the final assessment questions. This provides students with an opportunity to practise before completing the final assessment. Students can access online versions of the practice tasks via links in the eBook, which provide immediate solutions and suggested responses.

The *Formative assessment marking guide* provides solutions or suggested responses to all of these questions. It also provides discussion topics with suggested responses.

Solutions should serve as a reliable guide to the information a trainer would expect to see in a student's response. The nature and variety of the activities means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and all possible outcomes.

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

- the student's personal and work-related experiences
- the situations and strategies presented by the trainer
- the student's or trainer's interpretation of the activity
- the type of organisation, work practices, processes and systems encountered by the student.

Talk with others

Discussion questions allow the student to reflect more widely on what they have learned and their personal experiences. These allow students to share their ideas with others and apply their learning to a broader context.

Suggested responses to discussion topics are provided in the *Formative assessment marking guide*.

Summative assessment overview

Assessment approach

Assessment is all about collecting evidence and making decisions as to whether or not a student has achieved competency. Assessment confirms that the student can perform to the expected workplace standard, as outlined in the unit of competency.

All assessment tasks should be undertaken in conjunction with the RTO's training and assessment strategy, policies and procedures.

Contextualisation

Final assessment tasks provided to students may need to be contextualised. Assessors may need to:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- forward contextualised resources to the RTO's compliance manager for approval
- ensure that the performance and knowledge evidence can be demonstrated in the workplace
- review the solutions provided so they match the assessment tasks.

Following the assessment rules

All of the RTO's assessment processes, including instructions to students on what evidence to provide, must adhere to the following:

- principles of assessment
- dimensions of competency
- rules of evidence.

Plagiarism, cheating and collusion

Students should be provided with information about these misconduct items before they attempt any assessment.

Assessors should refer to their RTO's policies and procedures regarding training and assessment for information on what to do under these circumstances. Usually there will be a process including a report with reasons and circumstances surrounding the misconduct claim.

Reasonable adjustment

It is important that assessors take meaningful and transparent steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the student's particular needs.

Where students have disabilities, time should be spent with them learning about what modifications could be made to assessment to make it more accessible for their individual needs. For example, the student may be offered to complete a verbal interview with their assessor instead of a written assessment.

Other resources by Aspire

The following Aspire resources are also available to support delivery of this unit.

Resource	General overview
Learner guide	<ul style="list-style-type: none"> • Presented in plain English. • Uses current industry practice, workplace examples and links to industry documents. • Engages students and promotes learning through images, videos and diagrams. • Provides workplace examples and topic summaries to sum up the content and consolidate learning. • Formative assessment questions are provided, allowing the student to review and improve their understanding of the content. These help to prepare students for their summative assessment.
eBook	<ul style="list-style-type: none"> • Incorporates all features of the learning content in an interactive learner guide. • Includes links to video content and activities. • Allows students to complete online activities with immediate feedback.
Online resource	<ul style="list-style-type: none"> • Provides all the learning content, activities and final assessment tasks in an online format. It can be accessed by students through a training organisation's learning management system. • Includes interactive learning objects to display content. • Videos and/or animations are used to further engage the student. • Transcripts of audio/video content are available to support learning content. • Includes benchmark responses to learning activities so students can check their progress. • Includes interactive summative assessment tasks. • Has the facility to upload other materials/documents for assessment where required.
Student assessment workbook	<ul style="list-style-type: none"> • This workbook allows the student to complete their final assessment. • Written in plain English with clear and concise instructions. • Tailored to the student who will be completing assessment using a simulated workplace/classroom environment. • Includes an assessment plan that outlines what the student needs to do to complete the assessment, including aspects of the assessment process. • An assessment agreement signed by the candidate and the assessor confirms that the student is ready for assessment and has been provided with all relevant assessment information. • Cover sheets are provided for each assessment task as evidence of the student's assessment. They also provide clear instructions and feedback from the assessor to the student and any reasonable adjustment. • The student is provided with clear instructions on how to complete each assessment task. • A record of outcome allows you to record the student's final results for the unit.

Formative assessment marking guide

This resource complements the corresponding *Aspire Learner guide* for this unit.

Aspire provides questions in its learner guides. Questions are divided into practice tasks, which appear throughout the learning content, and learning checkpoints, which appear at the end of each topic.

This *Formative assessment marking guide* replicates the questions, and also provides solutions and suggested responses.

Summative assessment marking guide

This *Summative assessment marking guide* provides questions, along with solutions and suggested answers.

This resource complements the corresponding *Aspire Student assessment workbook* for this unit.

Question 3

Using examples, explain how each of the following may impact on marketing in the convergent environment:

- a. Legislation
- b. Code of practice
- c. Organisational policy

Suggested responses

- a. *Competition and Consumer Act 2010 (Cth)*: This Act ensures that ads and marketing strategies do not seek to mislead, deceive or otherwise misinform the public. Claims must be substantiated.
- b. Therapeutic Goods Advertising Code 2015: This ensures that marketing and advertising therapeutic goods to customers is conducted in a manner that promotes the quality use of therapeutic goods, is socially responsible, and does not mislead or deceive the customer.
- c. Organisational policy: The Human Resources department is usually responsible for maintaining policies, but staff must understand and implement them in their work tasks. For example, a social media policy outlines how staff can use social media for personal and work purposes.

Section 2: Key technologies and experts

Question 4

Identify **two** key technologies and explain their impact as convergent solutions.

Suggested responses

Responses may include two of the following:

- Websites are versatile communications tools with attractive visuals, videos of the product or of promotional endorsements, competition entries and contact pages with voice, video and web chat options. Banner advertising can be embedded in an ad on a web page. It attracts traffic to the advertiser's website by linking to it.
- Ads on commercial TV channels reach large numbers of people distributed over large distances. They can be used for product placement that subtly promote the product through appearances in television or other media. TV can also be used for infomercials, where products are promoted in an informative style.
- Text messaging makes it easy for businesses to communicate with their users. It is simple, immediate and the most direct way of interacting with customers. It can track the customer's response to the message. This makes it easier for brands to launch products, and send out offers and promo codes.

Assessment task 2: Project

Instructions to the assessor

By correctly completing the project the student will demonstrate that they have the required skills and knowledge to work effectively within the convergent marketing communication industry.

How do students complete this assessment?

Students must satisfactorily respond to each section of the project, including all parts within each section.

Students need access to the *Student assessment workbook* or learning management system to complete the project as well as a learner guide, the internet and/or other resources.

Students need supporting documents such as relevant legislation and regulations, relevant workplace documentation and resources such as policies and procedures, case studies, or where possible, real situations. They also require communications equipment such as a computer and printer, technology and industry software packages such as Outlook, Office and apps.

For the presentation, students may need a suitable room with an LCD projector, and a computer with appropriate software and a USB drive.

You need to ensure the topic chosen by the student is suitable to address the project requirements. If you are using a simulated work environment with case studies, make sure the case studies are realistic and reflect workplace practice. Role-plays and an observation checklist may need to be developed. The students being assessed and any other participants will need to be briefed beforehand. This will ensure reliability and validity of the assessment. Aspire has provided a sample marketing brief as a supporting document.

Evidence to be submitted

Students need to submit:

- A completed assessment task cover sheet
- A report that outlines the marketing communications solution for a client using convergent tools and techniques
- Examples of tools and techniques to show the client
- A third-party report verifying that the presentation to clients took place (if required)

Aspire has provided a third-party report that the student's workplace supervisor may need to complete as part of the evidence.

Video or photo evidence may be required if parts of the assessment have been completed in the student's workplace under supervision.

Project marking guide

Assessor/supervisor to complete

Project scenario

Describe the scenario that the student will complete as part of the project.

Assessor to complete

Section 1: Review existing approaches to marketing communications

The student's report shows evidence of the following:	Satisfactory completion	Comments
1. Measuring the effectiveness of current tools and techniques in meeting client requirements		
a. Calculating ROI	<input type="checkbox"/>	
b. Using metrics such as average page views per visit, CTR and CPL	<input type="checkbox"/>	
2. Comparing the client's traditional tools and techniques with convergent tools and techniques		
a. Identifying the differences between the two types of marketing tools and techniques Responses may include: <ul style="list-style-type: none"> • Traditional approach: <ul style="list-style-type: none"> - sectors perform a siloed role - one-way communication channel to customer - product-centric rather than customer-centric - more expensive use of mass media • Convergent approach: <ul style="list-style-type: none"> - targeted messages - instant and dynamic engagement between the customer and the business - allows for positive and negative customer-to-customer and customer-to-business communication - allows quick responses to customer inquiries, comments and complaints 	<input type="checkbox"/>	

Formative mapping

BSBMKG417 Apply marketing communication across a convergent industry, Release 1

Unit of competency requirements	Content	Practice task	Learning checkpoint
Element 1: Identify the convergent environment			
1.1 Review and identify the role of the traditional siloed sectors to client requirements	1A The traditional and convergent sectors <ul style="list-style-type: none"> Marketing plan Traditional and convergent channels 	1	LC1: Q1
1.2 Identify the potential points of integration	1A The traditional and convergent sectors <ul style="list-style-type: none"> Traditional and convergent channels Integrating channels 	2	LC1: Q3
1.3 Establish the role of the customer within the convergent environment	1B Role of the customer in the convergent environment <ul style="list-style-type: none"> Customer-centred approach Engage with customers Impact on customers 	4	LC1: Q4
1.4 Confirm and ensure that messages can be unified across an integrated offering	2B Create fit for purpose tools and techniques	7	LC2: Part B Q1

Summative mapping

BSBMKG417 Apply marketing communication across a convergent industry, Release 1

Unit of competency	Task 1 – Questions	Task 2 – Project
Element 1: Identify the convergent environment		
1.1 Review and identify the role of the traditional siloed sectors to client requirements	Q1	P1
1.2 Identify the potential points of integration		P2
1.3 Establish the role of the customer within the convergent environment		P6
1.4 Confirm and ensure that messages can be unified across an integrated offering		P6
1.5 Identify relevant and current legislation, regulations and policies that may impact on marketing within the convergent environment	Q3	P3
Element 2: Prepare cross-sector marketing tools and techniques		
2.1 Identify and evaluate tools and techniques from traditional sectors to the integrated marketing communication environment	Q2	P2
2.2 Create convergent tools and techniques suitable for use within a divergent media environment		P5
2.3 Create tools and techniques suitable for use within a customer-centric environment		P6
2.4 Review and confirm the fit-for-purpose and cost-effectiveness of relevant tools and techniques		P4
Element 3: Apply convergent marketing communications		

Sample marketing brief

You can use the following marketing brief to complete Assessment task 2.

Your team

You work in the marketing communications team of Marketing International. The team includes six full-time staff under the direction of the marketing manager. It is made up of staff specialising in website design and social media. Your team also has a large network of experts that can provide assistance and advice in other areas of specialisation, including data analytics.

Your team has recently signed a contract for business with a furniture company called Stringybark Australia.

About the client

Stringybark specialises in kitchen and lounge furniture crafted in Australia using Australian hardwood timbers. Customers can order furniture from physical stores or from the company's website.

Stringybark is a medium-sized company with 25 stores across Australia, including stores in capital cities and major regional centres. It is a family business that has been owned and operated by three generations of the Beaker family.

Stringybark Australia is an established company with a well-known brand name. The company promotes itself as an Australian owned and operated family business that uses environmentally sourced Australian timbers.

Client brief

Sales have been declining over the past 10 years due to competition from cheaper furniture imported from overseas. As a result of declining sales, Stringybark wants a review and refresh of its brand, and a new marketing communications campaign to increase its sales and reach to new target markets. The request for a new marketing communications campaign has been initiated by Claire Beaker, who recently took on the role of company director after her father retired.

The company has set a budget of \$45,000 and a time frame of six months for your agency to develop a new marketing campaign.

Marketing International has agreed to review Stringybark's current marketing tools and techniques, and identify and develop convergent tools and techniques that will attract new markets. Your marketing team decides to focus on new home buyers as a potential target market.

You have agreed to keep Ms Beaker up to date with the progress of the marketing plan. She will be given a complete overview once the marketing plan has been finalised.

Third-party report

This third-party report is for Assessment task 2 for the unit *BSBMKG417 Apply marketing communication across a convergent industry*.

Student to complete

Student name: Student ID:

Date:

Guidelines for third-party observers

Thank you for taking the time to conduct a third-party report for the student, who is undertaking a nationally recognised course. To assess the student's competence in this unit, we are seeking your help to gather evidence.

Evidence is often collected by a qualified assessor. However, third parties such as supervisors, trainers or other staff members can report what they see or hear to the assessor. Evidence collected in this manner is called third-party evidence.

It is common to use a third party for evidence-gathering in cases where workplace evidence is required, but where it is not possible for the assessor to directly observe the student at work. This includes cases where the presence of an assessor may compromise workplace safety.

Third parties are also valuable for collecting evidence of everyday work performance rather than collecting evidence as part of the formal assessment process.

You may be required to assist in the collection of evidence for all or some of this assessment task. The assessor will explain which sections of the task the student is required to undertake and be observed doing.

Use the checklists provided to record what you see the student do in the workplace. Please record your observations of the student's performance directly onto the checklists. Please make sure that you complete all relevant sections of the checklists.

Ensure that you have completed the third-party section on the cover sheet that the student will provide to you.

Third party to complete

As part of their assessment, students are required to work with a client to review their current marketing tools, identify gaps and explore how modern marketing communications tools would assist the client. They must develop a marketing plan using appropriate tools and techniques that meet the client's marketing objectives.

The student will then be required to present their findings and marketing strategy to the client.

During the interaction with the client, please observe and record the following observations.

Student assessment workbook

**BSBMKG417 Apply
marketing communication
across a convergent industry**



Final assessment

This final assessment is for the unit *BSBMKG417 Apply marketing communication across a convergent industry*, Release 1.

An assessor will review the work you complete and determine if you have satisfied the assessment requirements for this unit.

This final assessment has two assessment tasks that you must complete.

Assessment plan for this unit

The table below is a summary of the final assessment for this unit.

Ask your assessor to confirm the dates for submitting each assessment task. Add the dates to the table below for your records.

Assessment task	Description of task	Due date
1. Questions	The student must correctly answer all questions.	
2. Project	<p>There are two sections.</p> <p>The student must show evidence of the following:</p> <ol style="list-style-type: none"> 1. Review existing approaches to marketing communications 2. Create and present convergent marketing tools and techniques 	

Submitting assessments

You must submit your completed assessments to your assessor. Instructions on what to submit are detailed in each assessment task.

Each assessment task you complete must have a signed cover sheet. Cover sheets are provided for each of the assessment tasks in this workbook.

When the assessment has been completed and marked, your assessor may provide you with a completed copy for your own records.

If you believe your assessment result is not right you should discuss this with your assessor. They will direct you to your student handbook, which will have information about how to appeal an assessment result.

Result

S U

Section 2: Key technologies and experts

Question 4

Identify **two** key technologies and explain their impact as convergent solutions.

Result

S U

Question 5

Give **two** examples of industry specialists and **two** examples of business networks that may be employed for their expertise during a marketing campaign.

Result

S U

Project instructions

As part of this project, you will use a marketing brief to develop a marketing communications solution for a business client. The client's business can be in any industry. However, their core business should involve producing, providing and/or selling products or services.

The project is comprised of three sections:

- Review existing approaches to marketing communications
- Create and present convergent marketing tools and techniques

Section 1: Review existing approaches to marketing communications

Review the marketing tools and techniques currently used by the client, then determine whether suitable convergent tools and techniques could be integrated into the client's marketing communications plan.

Submit a report that covers the following criteria:

1. Measure the effectiveness of the client's current marketing tools and techniques to see if they meet the client's requirements:
 - a. Calculate return on investment (ROI) of tools and techniques currently in use.
 - b. Use metrics such as average page views per visit, click through rate (CTR) and cost per lead (CPL).
2. Compare the client's traditional tools and techniques with convergent tools and techniques:
 - a. Identify the gaps and differences between the two types of marketing tools and techniques.
 - b. Identify the potential points of integration.

Section 2: Create and present convergent marketing tools and techniques

Select convergent marketing tools and techniques to meet the client's brief and explain to the client how they are suitable in the convergent media environment.

You may use a slideshow presentation, video conferencing or another format for the presentation. You must show examples of the tools and techniques you have selected and explain them to the client. This can be discussed with your assessor.

Give a presentation that covers the following criteria:

1. Explain how the convergent marketing tools and techniques comply with relevant and current legislation, regulations, codes and policies.

Cover sheet: Assessment task 2

Unit code	Title
BSBMKG417	Apply marketing communication across a convergent industry

Student to complete

Student name: Student ID:

Submission date:

Student declaration

- I declare that no part of this assessment has been copied from another person's work, except where clearly noted on documents or work submitted.
- I declare that no part of this assessment has been completed for me by another person. I understand that plagiarism is a serious offence that may lead to disciplinary action by my training organisation.

Student name:

Student signature:

Date:

Project record sheet

Assessor/supervisor to complete

Project scenario

Describe the scenario the student will undertake to complete the project.

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Assessor to complete

Section 1: Review existing approaches to marketing communications

The student's report shows evidence of the following:	S	U
1. Measuring the effectiveness of current tools and techniques in meeting client requirements Comments:	<input type="checkbox"/>	<input type="checkbox"/>
2. Comparing the client's traditional tools and techniques with convergent tools and techniques Comments:	<input type="checkbox"/>	<input type="checkbox"/>
Assessor comments/evidence submitted:		

S=Satisfactory U=Unsatisfactory

Section 2: Create and present convergent tools and techniques

The student's presentation shows evidence of the following:	S	U
3. Convergent marketing tools and techniques are created with consideration of current legislation, regulations and policies Comments:	<input type="checkbox"/>	<input type="checkbox"/>

Record of outcome

Unit code	Title
BSBMKG417	Apply marketing communication across a convergent industry

Assessor to complete

Candidate name:

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Assessor name:

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Assessor email:

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Assessor phone:

.....

Please record the assessment decision for the required assessment tasks for this unit in the summary table below. Task cover sheets should accompany any other assessment evidence and be kept with this record of outcome.

Assessment task	Attempt 1 result	Attempt 2 result	Attempt 3 result	Evidence submitted
Task 1: Questions	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 2: Project	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No

S = Satisfactory U = Unsatisfactory

Note: The candidate is allowed a maximum of three attempts of each assessment task. A satisfactory result must be recorded at least once for each task for a competent result to be recorded below.

Assessor declaration

I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.

Evidence collected has been confirmed as:

Valid Sufficient Current Authentic

FINAL RESULT
<input type="checkbox"/> Competent <input type="checkbox"/> Not competent

Assessor name:

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Assessor signature:

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Date:

.....