

# About this resource

This resource is for trainers and assessors of the unit *BSBMKG418 Develop and apply knowledge of marketing communication 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 *BSBMKG418 Develop and apply knowledge of marketing communication industry* and the assessment requirements for this unit: <http://training.gov.au/Training/Details/bsbmkg418>

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*.

The 'Talk with others' discussion is suitable for use with students:

- in a larger classroom group, or for smaller groups discussions
- in a workplace where co-workers can be asked what they think
- for distance/online students or those who are undertaking independent study, who can access and use an online forum, or ask others for their opinion.

## Other resources by Aspire

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

Resource	General overview
<b>Learner guide</b>	<ul style="list-style-type: none"> <li>Presented in plain English.</li> <li>Uses current industry practice, workplace examples and links to industry documents.</li> <li>Engages students and promotes learning through images, videos and diagrams.</li> <li>Provides workplace examples and topic summaries to sum up the content and consolidate learning.</li> <li>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.</li> </ul>
<b>eBook</b>	<ul style="list-style-type: none"> <li>Incorporates all features of the learning content in an interactive learner guide.</li> <li>Includes links to video content and activities.</li> <li>Allows students to complete online activities with immediate feedback.</li> </ul>
<b>Online resource</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Includes interactive learning objects to display content.</li> <li>Videos and/or animations are used to further engage the student.</li> <li>Transcripts of audio/video content are available to support learning content.</li> <li>Includes benchmark responses to learning activities so students can check their progress.</li> <li>Includes interactive summative assessment tasks.</li> <li>Has the facility to upload other materials/documents for assessment where required.</li> </ul>
<b>Student assessment workbook</b>	<ul style="list-style-type: none"> <li>This workbook allows the student to complete their final assessment.</li> <li>Written in plain English with clear and concise instructions.</li> <li>Tailored to the student who will be completing assessment using a simulated workplace/classroom environment.</li> <li>Includes an assessment plan that outlines what the student needs to do to complete the assessment, including aspects of the assessment process.</li> <li>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.</li> <li>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.</li> <li>The student is provided with clear instructions on how to complete each assessment task.</li> <li>A record of outcome allows you to record the student's final results for the unit.</li> </ul>

<b>Formative assessment resource</b>	<ul style="list-style-type: none"><li>• Includes questions with a marking guide for formative assessment.</li><li>• Discussion topics provide trainers with a guide to direct online or classroom discussion about the learning content.</li><li>• Clearly maps the learning content to the unit of competency requirements.</li></ul>
<b>Other digital resources</b>	<ul style="list-style-type: none"><li>• Provides important information for trainers and assessors on the VET sector requirements.</li><li>• Includes a glossary of terminology and acronyms commonly used in VET.</li><li>• Can be downloaded via the Aspire website: <a href="http://www.aspirelr.com.au">www.aspirelr.com.au</a>.</li></ul>

# Summative assessment marking guide

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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.

# Develop knowledge of the marketing communications industry

## Question 1

Outline **three** principles of marketing communications strategies.

### Suggested response

Responses may include three of the following:

- The product a business is selling
- The place where the product needs to be marketed
- How the product needs to be promoted
- The price of the product

## Question 2

Outline **three** commonly used marketing communications practices.

### Suggested response

Responses may include three of the following:

- Search engine marketing – creating a website that appears in the top results when a customer searches for key words.
- Telemarketing – this is done using the telephone, where a team follows up with anyone who responded or were interested.
- Direct marketing – approaching a customer in person or through some form of communication, such as a phone call, email or text message, or a letter posted to their address.
- Marketing of goods and/or services –informing customers about new products or services, and changes to an existing product or service, such as pricing, sales and discounts.

## Question 3

List **two** current digital communications technologies, including platforms and devices, commonly accessed and used in the marketing communications industry.

### Suggested response

Responses may include two of the following:

- Big data
- Conversion rate optimisation (CRO)
- Online display advertising
- Mobile marketing
- Online PR
- Search engine optimisation (SEO)



# Assessment task 2: Project

## Instructions to the assessor

By correctly completing the project the student will demonstrate that they have the required skills to research, analyse and apply knowledge within the marketing communications industry. It includes consideration of the legal and ethical constraints, and the digital communication convergent environment.

## How do students complete this assessment?

Students must satisfactorily respond to each section of the project, and 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 may need supporting documents, such as relevant legislation and regulations, communications equipment and technology, relevant workplace documentation and resources, case studies or real situations, industry software packages 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.

Aspire has provided the following supporting documents:

- Organisational chart
- Key stakeholder analysis templates
- Presentation evaluation form
- Sample client brief for students who do not have access to a suitable workplace

## Evidence to be submitted

Students need to submit:

- Completed assessment task cover sheet
- Report on the marketing communications industry structure and operations
- Evaluation form/s verifying the oral presentation took place
- Handouts used in the presentation (if applicable)
- Key stakeholder analysis document
- Report on trends and impacts of digital communications

# 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: Develop and apply knowledge of the marketing communications industry

The student's project shows evidence of the following:	Satisfactory completion	Comments
<b>1. Identifying information sources for the marketing communications industry</b>		
This may include: <ul style="list-style-type: none"> <li>Websites, such as professional and industry organisations, bloggers or online magazines</li> <li>Industry experts, customers and colleagues</li> <li>Professional associations such as AMI, ADMA and AANA</li> <li>Formal and informal networks</li> <li>Interpret information and analyse it for insights and useful data</li> </ul>	<input type="checkbox"/>	
<b>2. Discussing the structure and operations of the industry</b>		
a. Outlining the role of the marketing industry in society This may include: <ul style="list-style-type: none"> <li>Ethical marketing principles, such as the effect on the environment or on consumer health</li> <li>Awareness of consumer protection guidelines; for example, ads must not be misleading or deceptive</li> <li>Following codes of conduct provided by professional associations and government bodies such as the ACCC</li> </ul>	<input type="checkbox"/>	
b. Outlining marketing industry structures and how these operate in various organisations This may include: <ul style="list-style-type: none"> <li>The size of the business determines whether there will be a dedicated marketing team or whether marketing will be outsourced to agencies.</li> <li>Agencies offer a wide range of services, including PR, promotional activities and direct marketing.</li> </ul>	<input type="checkbox"/>	

# Formative mapping

*BSBMKG418 Develop and apply knowledge of marketing communication industry, Release 1*

Unit of competency requirements	Content	Practice task	Learning checkpoint
<b>Element 1: Develop knowledge of the marketing communications industry</b>			
1.1 Identify and access sources of information on the marketing communication industry	1A Sources of information <ul style="list-style-type: none"> <li>Identify and access sources of information</li> </ul>	1	LC1: 1
1.2 Seek information on the structure and operation of the marketing communication industry	1B Structure and operations of the industry <ul style="list-style-type: none"> <li>Hierarchy and organisational charts</li> </ul>	2	LC1: 2, 4
1.3 Obtain information on marketing communication industry sectors, associations, networks and societal role	1C Industry sectors, associations, networks and societal role <ul style="list-style-type: none"> <li>Investigating the marketing communications industry</li> <li>Australian marketing communications industry associations</li> <li>Networking in the marketing communications industry</li> <li>The societal role of the marketing communications industry</li> </ul>	3, 4	LC1: 3, 5
1.4 Identify and access information on key stakeholders	1D Key industry stakeholders <ul style="list-style-type: none"> <li>Identify and access key stakeholders</li> </ul>	5	LC1: 6

# Summative mapping

*BSBMKG418 Develop and apply knowledge of marketing communication industry, Release 1*

Note: The mapping indicators for Task 2 relate to the project record sheet in the *Student assessment workbook* and to the project marking guide in the *Summative assessment marking guide*.

Unit of competency requirements	Task 1 – Questions	Task 2 – Project
<b>Element 1: Develop knowledge of the marketing communications industry</b>		
1.1 Identify and access sources of information on the marketing communication industry		P1
1.2 Seek information on the structure and operation of the marketing communication industry		P2
1.3 Obtain information on marketing communication industry sectors, associations, networks and societal role		P1, P2
1.4 Identify and access information on key stakeholders		P4
1.5 Apply industry information appropriately in everyday activities related to typical work roles		P3, P4
<b>Element 2: Identify industry employment obligations and opportunities</b>		
2.1 Obtain information regarding employment obligations and opportunities relevant to the marketing communication industry		P6
2.2 Apply information on employment opportunities and obligations in everyday activities related to typical work roles		P6
<b>Element 3: Identify future trends within the marketing communications industry</b>		
3.1 Research developments for marketing communication within digital communications technology	Q3	P8

# Sample client brief

This client brief is designed to help students who do not have access to a suitable workplace to complete the project in Assessment task 2.

## Client brief

You work for a marketing company that has recently taken on a new client. The client has a chain of fashion clothing for adolescents aged 12–15. It wants to promote its new range in which customers can mix and match items together to create their own look. The client has a website where customers can browse products and place orders online. It also has its own social media site, which it does not promote and which currently has very few followers.

The marketing team comprises a marketing manager and five other staff. This includes:

- a client services manager who is responsible for communicating with the client
- a media planner, a market researcher and a promotions manager who develop and organise the distribution of content
- a marketing assistant who works across all areas as required.

The marketing team will contract an external agency for its technical expertise and to monitor the social media site. The agency will also provide data on site traffic analytics.

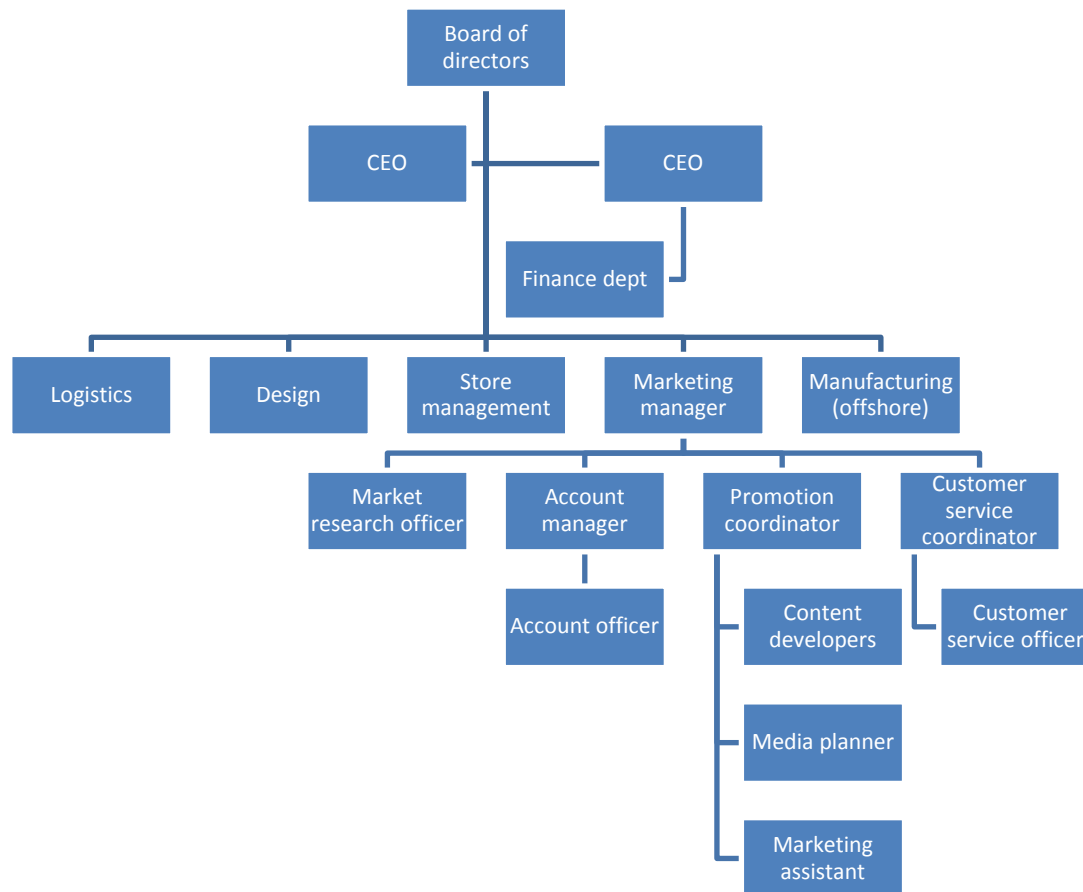
## Key stakeholder analysis 2

Complete the following table to determine the importance and influence each stakeholder.

Student name:						
Date of analysis:						
Name of stakeholder/ company	Contact person	Level of importance	Level of influence	Stakeholder needs	Stakeholder interests	Strategy for engaging the stakeholder

# Organisational chart

The following is an example of an organisational chart for a marketing company. Students may refer to this to complete Assessment task 2.



# Presentation evaluation form

<b>Presenter:</b> .....  <b>Date:</b> .....	<b>Participant</b>  <input type="checkbox"/> Colleague/peer  <input type="checkbox"/> Other (specify).....
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To what extent did the presentation represent the following features?	Yes	Somewhat	No	Comments
1. Provided sources of information on the industry				
2. Explained the structure and role of the industry in society				
3. Described organisational and client operating environments				
4. Explained the use of business and marketing plans				
5. Explained the role of key stakeholders				
6. Gave an example of a key stakeholder analysis				
7. Explained ways to update and monitor current issues				
8. Described ways to share information with others				
9. Explained employment obligations and opportunities for the industry				
10. Used appropriate language that I could understand				
11. Used a format that was suitable for me				

## Additional comments

.....

.....

.....



## *Student assessment workbook*

# **BSBMKG418 Develop and apply knowledge of marketing communication industry**



# Final assessment

This final assessment is for the unit *BSBMKG418 Develop and apply knowledge of marketing communication 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	There are two sections. The student must show evidence of the following: <ol style="list-style-type: none"><li>1. Develop and apply knowledge of the marketing communications industry</li><li>2. Current and future trends in marketing communications</li></ol>	

## 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.

## Develop knowledge of the marketing communications industry

### Question 1

Outline **three** principles of marketing communications strategies.

Result

S ☐U ☐

### Question 2

Outline **three** commonly used marketing communications practices.

Result

S ☐U ☐

### Question 3

List **two** current digital communications technologies, including platforms and devices, commonly accessed and used in the marketing communications industry.

## Project instructions

This project requires you to research a topic on the marketing communications industry and present your findings to a colleague or other students. You will then need to research future trends and issues, and explain how your findings can be applied to typical work tasks.

Before beginning the project, confirm your topic with your assessor.

The project is comprised of two sections:

- Develop and apply knowledge of the marketing communications industry
- Current and future trends in marketing communications

### Section 1: Develop and apply knowledge of the marketing communications industry

Research and write a report on the marketing communications industry. Explain the information you have researched to a colleague.

The report and oral presentation need to meet the following criteria:

1. Identify information sources for the marketing communication industry. This may include websites, government departments, and professional associations and networks.
2. Discuss the structure and operations of the industry:
  - a. Outline the role of the marketing industry in society, including ethical marketing principles, consumer protection guidelines and codes of conduct.
  - b. Outline marketing industry structures and how these operate in various organisations, including small and large businesses.
3. Outline the purpose of business and marketing plans, including how these ensure that the client's needs are met.
4. Prepare a key stakeholder analysis document for the organisation:
  - a. Identify and communicate with key stakeholders to gather information, using appropriate conventions and protocols.
  - b. Develop a stakeholder matrix to determine the influence and importance of each stakeholder.
5. Monitor and share information on current issues in marketing communications:
  - a. Identify ways to continuously monitor issues and update knowledge.
  - b. Identify four current issues affecting the marketing communications industry.

## Cover sheet: Assessment task 2

Unit code	Title
BSBMKG418	Develop and apply knowledge of marketing communication 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: Develop and apply knowledge of the marketing communications industry

The student's project shows evidence of the following:	S	U
1. Identifying information sources for the marketing communications industry  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
2. Discussing the structure and operations of the industry, including the role of the industry in society  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
3. Outlining the purpose of business and marketing plans  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
4. Preparing a key stakeholder analysis document for the organisation  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
5. Monitoring and sharing information on current issues in marketing communications  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
6. Discussing three employment obligations and three employment opportunities in the marketing communications industry  Comments:	<input type="checkbox"/>	<input type="checkbox"/>

## Record of outcome

Unit code	Title
BSBMKG418	Develop and apply knowledge of marketing communication industry

### Assessor to complete

Candidate name:

.....

Assessor name:

.....

Assessor email:

.....

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:

.....

Assessor signature:

.....

Date:

.....