

UNIT 7: MARKETING & PROMOTIONAL STRATEGY (ADVANCED)

ABOUT THIS UNIT

Marketing promotional activity is one half of marketing communications overall. Marketing communications is the most visible part of an organisation's marketing activity. It is the way in which a business influences buyer behaviour and communicates with its customers. You will learn that marketing and promotional strategy is part of what is known as marketing communications. Marketing communications has several elements, which can be used individually or combined to achieve set marketing communications objectives. The key elements which make up the marketing communications mix are advertising, branding, packaging, public relations, sales promotion, merchandising, direct marketing, interactive media, and direct selling. Marketing promotion studies the non personal, indirect approaches to the consumer. Direct selling is covered in Unit 9: Sales (Advanced). You will learn that the message which is created in either of these parts of the communication process can be used to announce, remind, inform, persuade, challenge or confirm perceptions of customers in selected target markets. You will also learn that the overall message will help to establish a corporate image for the organisation as a whole. This unit provides an opportunity for you to analyse the promotional concepts within marketing communications and apply those concepts and tools to selected products or services in any public, private or not-for-profit organisation.

This unit will build upon Unit 3: Marketing (Advanced). The unit will develop your understanding of a promotional plan as a series of activities which combine to influence buyer behaviour in target markets. You will learn the theory and concepts which support the promotion process and apply them to a selected product or service.

The unit also builds on Unit 2: The competitive business environment (Advanced) and links to Unit 8: Marketing research (Advanced), Unit 9: Sales (Advanced) and Unit 10: Customer service (Advanced).

This unit will be assessed through your portfolio work only. The grade awarded will be your grade for the unit.

WHAT YOU NEED TO LEARN

In this unit you will learn the theory and concepts of marketing promotion and how to apply them for selected products or services. You will also learn that these components will come together in what is known as the promotional plan.

You need to know and apply the following determinants and components of the promotional plan:

- the communication process
- product (brand) positioning
- marketing promotion objectives
- corporate image
- aspects of the promotional mix
 - advertising
 - branding
 - packaging
 - public relations
 - sales promotion

- merchandising
- direct marketing
- interactive media
- e-commerce and the Internet.

The communication process

In order to understand the marketing promotion process you must first understand the theory behind the communication process. You will learn that this covers from the sender creating the message to the receiver identifying with it, evaluating its content and acting upon it.

Product (brand) positioning

You need to understand how a product or service (a brand) fits into its market relative to competing products and that this is known as product (brand) positioning. To establish the product (brand) position the relevant market sector would be examined, brand values and brand position established, and these would be used throughout the overall communications plan in helping to create a Unique Sales Proposition (USP) and brand strategy.

Marketing promotion objectives

You need to learn and understand that a marketing promotion plan is based upon, and links into, an organisation's overall marketing strategy and marketing mix. The promotional plan must assist in reaching the objectives of the overall marketing plan. You need to understand the following aspects of planning in the marketing promotional process so that you can apply them for a selected product or service.

You need to be able to identify the steps which should be taken to devise a marketing promotional strategy. You should be able to recognise, evaluate, consider and apply where appropriate:

- objectives of the marketing strategy and marketing mix
- promotional objectives
- the allocation of the budget
- planning of timescales
- selection of target groups in terms of volume, size and viability
- recognition and formulation of the USP
- the promotional mix
- effective communication channels
- formation of message – AIDA (Awareness, Interest, Desire, Action)
- the legal and ethical issues in message creation
- piloting the promotional message
- evaluation and measurement of the impact of the promotional plan.

You need to understand the key elements of marketing promotion so that you can use a suitable range of them to achieve the marketing objectives. The key elements are: advertising; branding; packaging; public relations; sales promotion; merchandising; direct marketing and interactive media. You need to understand that these elements contribute to the corporate image of the organisation and its products. You should also be aware of the growing importance of e-commerce and the Internet in all areas of marketing promotion.

Corporate image

You need to understand that corporate image is the overall image that your customers have of an organisation and its products. You need to understand that all of the activities that form part of the promotional plan must give the **same** impression regarding product quality and position in the marketplace in order to generate an effective corporate image.

Advertising

You will learn that advertising is used to carry messages to groups of people who can be reached more effectively through an advertisement than by personal contact. You need to learn and understand how an advertising campaign can be used to convey the marketing message.

You need to know how to produce an advertising plan and that the advertising plan is an integral part of the overall promotional and communications plan. The advertising plan may include an evaluation of the following:

- the marketing goals
- advertising objectives and recommendations
- the branding concept
- competitors
- customer research and target market identification
- media selection
- message creation
- budget
- implementation and timeframe
- monitoring and evaluation process.

It is very important that the objectives of any advertising are clearly defined. You need to consider the setting of broad objectives and specific objectives. You need to identify the relationships between the types of objective set, target groups, the budget allocated, the timeframe and how the objectives will be monitored and assessed.

You need to know which types of advertising media can be used, their costs and how to measure their success. You should be aware of the impact and cost of certain of the media channels available. You also need to learn when they are most appropriate to use, and for which target audiences they are most appropriate. The media to be considered are:

- the press
- magazines and journals
- commercial television
- commercial radio
- cinema
- street and transport posters
- trade fairs and exhibitions
- product placement
- point of sale material
- sales literature and leaflets
- directories
- give-aways, eg calendars
- electronic media such as information technology, the Internet and E-mail.

You will learn to assemble a media expenditure plan as a useful way of displaying decisions linking media choice, timing and expenditures.

You will need to distinguish between factual and emotive benefits, used within a message, as ways of influencing prospects (possible customers).

You also need to understand the advantages and disadvantages of using an advertising agency instead of a business organisation undertaking its own advertising, and investigate criteria for selecting an appropriate agency.

Branding

You will learn that when trying to influence buyer behaviour many organisations use the concept of branding to increase the impact of the communications process. You need to recognise the importance of brand image in relation to influencing buyer behaviour. You should be able to give examples of:

- a company brand name
- a family brand name
- an individual brand name.

You will learn about branding in conjunction with projecting image through symbols/logos.

You will learn about the issues relating to brand image such as:

- positioning
- values
- strategies.

Packaging

You should be able to explain the role of packaging in enhancing the brand image. Since the arrival of self service in retailing, packaging has been the ‘silent salesperson’, attracting attention and promoting the brand name and logo. You will need to explain and make recommendations on the packaging functions of product protection, promotion and convenience, relative to your product. You must appreciate that even services are ‘packaged’, as with package holidays and financial services, to improve the overall benefit to the customer.

You need to be aware of the possible legal, ethical and environmental problems within the packaging function.

Public relations (PR)

You need to be able to explain the role and function of PR as a part of the marketing promotion and communications process. It is used to create positive opinions and develop an image for the organisation, and it is used to raise the profile of an organisation within the marketplace. You need to understand that PR can focus on a variety of targets, such as the community at large, employees, customers, suppliers, stakeholders, distributors, potential employees, opinion leaders, pressure groups and consumer groups.

You will learn about the differing aspects of PR as part of the communications process and you will need to understand and select from:

- press releases
- seminars, meetings, and visits
- local community relations and events
- donations to charitable causes
- testimonials from personalities
- in-house journals
- sponsorship
- cause related marketing (CRM).

Sales promotion

You will learn that sales promotion is an important part of the marketing process and that sales promotions are short-term incentives offered to consumers and businesses in an attempt to increase sales in both the short and the long term. You need to develop an understanding of the tools and techniques used in sales promotions and how they are used to launch products or services, increase sales and develop brand loyalty.

You will identify differing sales promotion objectives and evaluate the various tactics used in sales promotion.

You will learn that sales promotion can be used for a number of reasons – to build customer databases, for product trials, to stimulate repeat purchases, to increase frequency of purchase, for a new product launch, to reduce stock and to off-set competitive activity.

You will also learn the various types of sales promotion techniques, which can be divided into:

- *consumer incentives*: money off, coupons, bonus pack, branded packaging, free gifts, character merchandising, mail-ins, contests and competitions
- *business (trade) incentives*: sales volume bonuses, contests, individually agreed promotions.

Merchandising

You will learn that merchandising is an important part of product presentation. It is designed to aim the customer's attention at specific products and/or improve the general ambience of a store/outlet. As such you may find various uses for merchandising in your promotional plan.

You may refer to:

- individual product packaging
- the display of products at the point of sale
- the overall layout of those parts of a store or office that a customer may visit
- the outside appearance of the store or office building.

You must understand that merchandising should develop the 'feel good' factor at the point of sale.

Direct marketing

With the increase in computer technology and electronic sources of information, direct marketing and interactive media are growing areas of the marketing communications process. You will learn that direct marketing is used to create a direct link between the organisation and the customer as an individual.

Direct marketing can reach specific target groups in a measurable, cost-effective manner. It is close to the border between promotional and sales activities. Due to the growth in importance of direct marketing you need to learn the concepts of direct marketing and analyse its use.

You also need to know how e-commerce can enhance direct marketing.

E-commerce and interactive communications methods

Due to the growth in home computer sales and the reliance on IT for business management, interactive communications media are growing rapidly. You will learn about the role of the Internet, Virtual Reality and DRTV as communications media.

The Internet has affected many areas of promotion already, with interactive advertising, creative sponsorship, sales promotion, public relations, database marketing and the simple prestige value of having a web site.

ASSESSMENT EVIDENCE

You need to produce:

- a comparison and evaluation of two competitor organisations' strategies for the promotional aspects of marketing for similar products and services and
- a marketing promotional plan for a selected organisation's product or service. It should contain:
 - appropriate use of the marketing promotional process and associated concepts and tools
 - the application of key components from the promotional mix selected from advertising, branding, packaging, public relations, sales promotion, merchandising, direct marketing, interactive media and the Internet for an identified target market and identified objectives
 - a detailed rationale for key components that you have selected.

To achieve a grade E your work must show:	To achieve a grade C your work must show:	To achieve a grade A your work must show:
<ul style="list-style-type: none"> • a valid comparison of two organisations' approaches to marketing promotional strategies for a similar product or service • logical, well-structured objectives for the promotional plan for your product and a clear identification of target group • appropriate application of a promotional mix and plan to your chosen product • identification of the use of key components of the marketing promotional plan with a rationale for why you have chosen them • evidence of relevant research to support your ideas and your approach to the promotional mix and plan. 	<ul style="list-style-type: none"> • valid analysis of the two organisations' approaches to marketing promotion of a similar product or service illustrating the differing techniques used • that you have used the marketing promotional plan format and evaluated the areas of it showing appropriate coverage of its contents • application of the appropriate promotional mix to reach the identified target market in an integrated way • referenced research material and a creative approach to the formulation of your promotion recommendations. 	<ul style="list-style-type: none"> • competitor analysis which indicates current use of the promotion process and actual use of the differing key components and analysis of why components have not been used • an integrated approach to the use of the promotional mix and that you can discuss in detail the practical application of key components which would achieve the objectives set for the identified target • referenced external research and practical use of the tools and concepts of marketing promotion.

ESSENTIAL INFORMATION FOR TEACHERS

Teaching strategies

The teaching and learning for this unit should be developed after Unit 3: Marketing (Advanced), as it builds upon the marketing mix and the promotion section from that unit. The delivery of this unit should use live case examples of the various uses of concepts in different environments. The case studies should be used to develop knowledge and understanding of theory, concepts and tools in marketing promotion. Details of the coverage of the unit have been included in the student information. However, as promotion is a dynamic area you should not restrict your coverage to the points indicated, and current issues and trends in marketing communications should be integrated into the delivery of the unit.

The student must understand that marketing promotion is concerned with communicating effectively with target groups to influence behaviour. The student should identify that the process should be based upon a marketing plan which in turn sets the objectives of the marketing promotion plan. The student should identify viable target markets, 'smart' (specific, measurable, achievable, realistic, timely) objectives and the correct use of key components to achieve the objectives set. It is important that the student develops analytical skills so that they can utilise the whole range of tools and techniques available.

In developing a teaching scheme and material for the unit, you should consider case studies to support promotional theory, and develop tools and techniques for different environments and target groups. Off-site visits to exhibitions would produce interesting material for evaluating different approaches to communication. Tracking a car manufacturer could be used to illustrate the integrated approach to marketing communication. This could be developed by a visit to the car show at the NEC, a specific car museum, the test track at Gaydon, an investigation into a new car launch and the re-launch of current models. Sports clubs, supermarkets and tour operators also have material which illustrates the integration of the promotional and overall communications mix. Local organisations, especially those marketing to the students' age group, are often keen to help to publicise their activities. 88

From this a model of process adoption should be introduced to illustrate the stages in the communication process from the development of the message to acceptance or confirmation by the receiver. Rogers' (1983) model of detailing knowledge, persuasion, decision, implementation and confirmation is useful.

Product (brand) positioning

This is a relatively short but important section of the unit. Students should understand the importance of brand positioning. This is best illustrated using examples of current products and analysing their relevant brand positioning. This can be supported with current articles in the business press.

Marketing promotion objectives

Students need to understand the contents of the promotion plan. Whilst there are a number of ways to develop the plan, a logical approach to the overall marketing plan, eg objectives, target markets, timing, budgets and the promotional mix, must be covered.

During the planning stage students should analyse marketing objectives, the target market and the competition's products and strategy. In developing the plan they should consider budgets, timescales and the use of the promotional mix with reference to the life cycle of the product or service. From this, the most effective communications media can be identified, and the message can be constructed for the target audience.

Corporate image

This is a small section of the unit but a vital part of the overall picture of marketing and promotional strategy. It would be useful for the students to discuss some high profile companies to identify their corporate image and to examine how the promotional and marketing strategy supports this image (or otherwise!).

Advertising

Students should be introduced to the concept of setting advertising objectives, which will determine the content of the advertising brief and influence the selection of appropriate media. They should develop an understanding of the various channels of marketing communications, considering product advertising, company advertising (including the notion of corporate image), and retailer advertising. Students should be introduced to the work and functions of the advertising agency and consider the criteria that may be used for selecting an agency.

It is anticipated that advertising will feature in the assignment and the practical application of media selection and the creation of a message based on brand values and benefits, target markets and AIDA (Awareness, Interest, Desire, Action) should be included. When considering the advertising media the emphasis should be on developing an innovative message and selecting the correct media for a target audience. During this process you should consider the use of a creative approach in developing the message around the concepts of selling benefits, a brand image and USP (Unique Selling Point) philosophy. (NB: The phrases Unique Selling Point and Unique Sales Proposition tend to be interchangeable).

Branding

Students should understand the importance of branding to a product's image. Students should consider a range of brand names used to identify organisations as well individual products, analysing their success related to notions of product differentiation, product credibility, ease of pronunciation and internationalism. They should be able to give examples of a company brand name, family brand name, and individual brand name. Students should consider branding in conjunction with projecting image through symbols/logos. The concept of branding should be further explored when developing the message to be used in the

communications process. Coca Cola, Heinz, Hoover, and Virgin are useful for discussing product and organisation brands.

Packaging

This ties in with product presentation dealt with in Unit 3: Marketing (Advanced). It is a natural extension to branding and can be approached by supermarket visits, and class discussions on 'packing for protection; packaging for promotion' and the legal/ethical issues involved. Brief attention should be given to the packaging of services.

Public relations (PR)

Students should understand the role of PR to establish and maintain an organisation's image. Students should consider PR activities in relation to an organisation's communications plan. The consideration of the ethical issues and organisational stance could be used to illustrate the PR function. Sponsorship is a growing area of PR (and advertising). The sponsorship of Coronation Street by Cadbury, and athletics by McDonald's could be used as case studies. There are many others. An examination of cause related marketing as an area of promotional expansion is essential. In the assessment, students should be encouraged to integrate elements of PR into the communications mix.

Sales promotion

This is a very active area particularly in supermarkets. After delivery of the areas covered in the main text of the unit, students should collate data from their local business districts and evaluate the tools and techniques used and the objectives of the sales promotion. Different approaches will be evident within a product's life cycle (eg launch, maturity). Sales promotion should be used as part of the promotional mix in the assessment.

Merchandising

This is an important part of product presentation and ranges, from individual product packaging through to the overall appearance and even siting of an outlet. The latter can be omitted from this unit although it is an important 'place' function. Visits to outlets can lead to useful discussions, and charts from supermarkets showing the positioning of the product sections are helpful. A manager could be invited into the classroom to discuss the psychology behind the placements.

Direct marketing

This is a growing area of the marketing promotional mix and will increase in sophistication and importance as technology improves.

Direct marketing uses database analysis and mailing lists. Students should be made aware of the process of constructing mailing lists and the customer classifications used to identify target groups. To develop the concept further students could look at how supermarkets use loyalty cards to profile customers and construct databases of buyer behaviour. There is a clear link to Key Skills IT. A database could be created based on customer profiling for a direct marketing part of the communications mix. Students should be made aware also that databases, relating to almost any chosen market segmentation can be purchased from 'list agencies'. Students should be encouraged to include direct marketing in their assessment.

E-commerce and the Internet

Business to business links on the Internet are already well established. With the increase in home computers, improved technology and an IT literate generation, the Internet is becoming an increasingly important part of business to consumer promotion. Students should use the Internet to investigate different organisations' approaches to this communication medium, ie the different types of web page and the promotional material presented. A website is part of the corporate image of 'modernity'. Interactive advertising, creative sponsorship, targeted sales promotions and database marketing are already part of promotional strategy. The

strengths and weaknesses and the future of interactive media and the Internet should be evaluated and where possible integrated into the assessment. Delivery should be based on current issues and the potential of this form of communication in the future.

Assessment strategies

When grading student evidence you should consider the following general qualities that distinguish between the grades:

- increasing depth and breadth of understanding
- increasing coherence, evaluation and analysis
- increasing independence and originality
- increasing objectivity and critical understanding.

Grade E

To achieve this grade students must demonstrate that they understand the way in which a marketing message can influence buyer behaviour. Students should develop a promotional plan which utilises the theory, tools and concepts delivered in the teaching sessions. It will show a sound grasp of the fundamentals of the plan without necessarily linking or integrating the component parts.

The plan should show that the student understands that the process is based upon ‘smart’ objectives for a given marketing plan outcome and target market. As a part of the promotional plan a competitor analysis of two organisations’ approach to similar products or services should be conducted. After these evaluations students should develop the skills and knowledge of the communications process by constructing a promotional plan for an actual or fictional product or service. The plan should utilise the components of the promotional mix and illustrate in detail, at a tactical level, how these would be used. The plan should include a rationale of the differing approaches not selected and the reasons why.

Grade C

In addition to the criteria described in grade E, students will be required to develop a logical, well-structured promotional plan with external research to support their findings. The plan should be based on smart objectives to target markets. The plan should identify a competitor analysis, which illustrates clear objectives, target group identification and marketing promotion approaches used, and how effective they appear to be. The student’s own selection of key components should show an integrated approach and should be written at a detailed tactical level. Their work should include some details of costing and the monitoring process to be included in the plan.

To achieve a C grade, students need to demonstrate that they have utilised concepts and tools in a practical manner and have appropriate external information to support their recommendations, which should be realistic.

Grade A

Students should have independently collected specific information on an organisation relevant to the competitor analysis. The evaluation should be detailed showing clear use and understanding of tools and concepts. Students should demonstrate the practical use of the tools and concepts in development of a detailed logical marketing promotional plan. The plan should show an integrated approach to the use of the promotional mix. The areas selected should show detailed tactical application. The limitations and benefits of the different methods should be indicated. The plan should be original and creative, well structured and budgeted and capable of achieving the objectives set and stimulating buyer behaviour. The plan should have a feasible monitoring and evaluation plan.

Students should fully justify their approach using external sources and information and demonstrate a perceptive analysis and high level of understanding of the issues. They will

have selectively used all the information they have gathered, critically evaluated it, and synthesised the results in their plan.

Resources

Wherever possible students should have the opportunity to discuss the issues with marketing professionals from a range of local organisations in the public, private and not-for-profit sectors.

Important resources for this unit include a range of current newspapers, magazines, and professional journals such as *Campaign*, *Marketing* and *Marketing Week*. Point of sale material and sales literature, examples of direct mailings, along with audio tapes of radio advertising and video tapes of television advertising, can add to 'in class' material. Case studies of actual communication plans should be used to illustrate the use of different methods in a single campaign. *The Times 100 Case Studies* provides real business examples, as do some Advanced VCE Business textbooks.

There are a number of texts which may help the teacher develop delivery material and theoretical concepts. However, they are not suitable for students at this level. The Chartered Institute of Marketing has a new publication each year for its marketing communication module. Note:

- Fill C – *Marketing Communication: contexts, contents and strategy* – 2nd Ed. (Prentice Hall, 1999) ISBN 0 13 010229-6
- Yeshin T – *Marketing Communications Strategy (Diploma)*, Chartered Institute of Marketing (Butterworth and Heinemann, 1998) ISBN 0 7506 4029 4

For lecturers and teachers new to e-commerce and the Internet, there are good texts available. One example is:

- Smith P R – *Marketing Communications: an Integrated Approach* – 2nd Ed. (Kogan Page) ISBN 0 7494 2699 3

Key Skills

This guidance highlights the most relevant Key Skills opportunities in this unit. It contains suggestions only. You will need to check that students have produced all the evidence required to meet part A **and** part B of the Key Skills specifications. Students may need to develop additional evidence elsewhere to meet fully the requirements of the Key Skills specifications.

Guidance is referenced in two ways:

K – keys to attainment

These are Key Skills or aspects of Key Skills which students should achieve as they meet the vocational requirements of the units. Only part B of the Key Skill is highlighted – you will need to check that students achieve part A.

S – signposting

These are opportunities that can be incorporated naturally into the learning programme.

COMMUNICATION, LEVEL 3		Key Skills Reference
When students are:	They should be able to develop the following Key Skills evidence:	
<ul style="list-style-type: none"> collecting information for the comparison of the two organisations 	<p>C3.2 Read and synthesise information from two extended documents about a complex subject. One of these documents should include at least one image.</p>	S
<ul style="list-style-type: none"> preparing the evaluation and the marketing promotional plan 	<p>C3.3 Write two different types of documents about complex subjects. One piece of writing should be an extended document and include at least one image.</p>	S
INFORMATION TECHNOLOGY, LEVEL 3		Key Skills Reference
When students are:	They should be able to develop the following Key Skills evidence:	
<ul style="list-style-type: none"> presenting the information for the comparison and for the marketing promotional plan 	<p>IT3.3 Present information from different sources for two different purposes and audiences. Your work must include at least one example of text, one example of images and one example of numbers.</p>	S
IMPROVING OWN LEARNING AND PERFORMANCE, LEVEL 3		Key Skills Reference
When students are:	They should be able to develop the following Key Skills evidence:	
<ul style="list-style-type: none"> working on their promotional plan. This will need to set realistic dates and targets and identify potential problems and alternative courses of action. This will be determined with advice from others, eg their tutor 	<p>LP3.1 Agree targets and plan how these will be met over an extended period of time, using support from appropriate people.</p>	K

IMPROVING OWN LEARNING AND PERFORMANCE, LEVEL 3		Key Skills Reference
When students are:	They should be able to develop the following Key Skills evidence:	
<ul style="list-style-type: none"> developing their promotional plan. They will need to prioritise action, managing their time effectively and revising their plan as necessary. Students should seek and use feedback and support and draw on different approaches to learning reviewing the plan they have produced. They should identify targets met, providing evidence of achievements from relevant sources 	<p>LP3.2 Take responsibility for your learning by using your plan, and seeking feedback and support from relevant sources, to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> – studying a complex subject – learning through a complex practical activity – further study or practical activity that involves independent learning. <p>LP3.3 Review progress on two occasions and establish evidence of achievements, including how you have used learning from other tasks to meet new demands.</p>	<p>S</p> <p>S</p>
PROBLEM SOLVING, LEVEL 3		Key Skills Reference
When students are:	They should be able to develop the following Key Skills evidence:	
<ul style="list-style-type: none"> identifying and recommending the key components for the promotional plan. They need to assess the marketing promotional needs of the product or service selecting the appropriate key components of the promotional plan 	<p>PS3.1 Explore a complex problem, come up with three options for solving it and justify the option selected for taking forward.</p> <p>PS3.2 Plan and implement at least one option for solving the problem, review progress and revise your approach as necessary.</p>	<p>K</p> <p>S</p>

WORKING WITH OTHERS, LEVEL 3		Key Skills Reference
When students are:	They should be able to develop the following Key Skills evidence:	
<ul style="list-style-type: none"> investigating advertising costs for their own individual promotional plan. Students could work in groups of 6 – 8 and each investigate a different medium. Initial work will require identifying and agreeing objectives and planning how to meet them, including any necessary action and resources. The group needs to agree responsibilities and working arrangements working towards their agreed objectives, they could work in pairs with each pair taking a specific perspective(s), eg the promotional techniques utilised by individual organisations. Students need to effectively plan and organise their work so that they meet agreed deadlines and maintain appropriate working relationships 	<p>WO3.1 Plan complex work with others, agreeing objectives, responsibilities and working arrangements.</p>	S
	<p>WO3.2 Seek to establish and maintain co-operative working relationships over an extended period of time, agreeing changes to achieve agreed objectives.</p>	S

WORKING WITH OTHERS, LEVEL 3		Key Skills Reference
<p>When students are:</p> <ul style="list-style-type: none"> • completing the investigations and reviewing outcomes against the agreed objectives. In doing this they should identify factors that have influenced the outcome and agree on ways in which the activity could have been carried out more effectively and then use this knowledge when working together in the future 	<p>They should be able to develop the following Key Skills evidence:</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in the future.</p>	<p>S</p>