**LEARNER**

**SUMMATIVE ASSESSMENT GUIDE & PoE**

**Demonstrate an understanding of product positioning**

Unit Standard 252206

Level 4 Credits 4

**Demonstrate an understanding of the competitive environment and product positioning**

Unit Standard 252211

Level 4 Credits 6

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## Contact Details

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessor Details** | | | | | | | | | |
| Name |  | | | | | | | | |
| SETA |  | | | Registration No: | | | | |  |
| Contact Details | e mail: |  | | | | | | | |
| Phone: |  | | Fax: | |  | | | |
| **Moderator Details** | | | | | | | | | |
| Name |  | | | | | | | | |
| SETA |  | | Registration No: | | | | |  | |
| Contact Details | e mail: |  | | | | | | | |
| Phone: |  | | Fax: | |  | | | |
| **Candidate Details** | | | | | | | | | |
| Surname |  | | | | Name | |  | | |
| Employer |  | | | | ID No | |  | | |
| Branch |  | | | | | | | | |
| Contact Details | e mail: |  | | | | | | | |
| Phone: |  | | | Fax: |  | | | |

Competence

Congratulations on completing the program*.* We sincerely hope you enjoyed the programme and that the learning experience was enriching.

The fact that you have attended training, however, is not sufficient evidence of your competence for us to award you a certificate and the credits attached to this programme.

You are required to undergo assessment in order to prove your competence to achieve credits leading to a national qualification.

#### Being Declared Competent Entails:

Competence is the ability to perform whole work roles, to the standards expected in employment, in a real working environment.

There are three levels of competence:

1. **Foundational competence**: an understanding of what you do and why
2. **Practical competence**: the ability to perform a set of tasks in an authentic context
3. **Reflexive competence**: the ability to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind the action

To receive a certificate of competence and be awarded credits, you are required to provide evidence of your competence by compiling a portfolio of evidence, which will be assessed by a SETA accredited assessor.

#### You Have to Submit a Portfolio of Evidence

A portfolio of evidence is a structured collection of evidence that reflects your efforts, progress and achievement in a specific learning area, and demonstrates your competence.

#### The Assessment of Your Competence

Assessment of competence is a process of making judgments about an individual's competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio should closely reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed.

To determine a candidate’s knowledge and ability to apply the skills before and during the learning programme, formative assessments are done to determine the learner’s progress towards full competence. This normally guides the learner towards a successful summative (final) assessment to which assessor and the candidate only agree when they both feel the candidate is ready.

Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed three reassessments.

When learners have to undergo re-assessment, the following conditions will apply:

* Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent
* Re-assessment will take place in the same situation or context and under the same conditions as the original assessment
* Only the specific outcomes that were not achieved will be re-assessed

Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues.

In order for your assessor to assess your competence, your portfolio should provide evidence of both your knowledge and skills, and of how you applied your knowledge and skills in a variety of contexts.

Appeals & Disputes

The candidate has the right to appeal against assessment decision or practice they regard as unfair. An Appeals and Disputes procedure is in place and communicated to all assessment candidates in order for them to appeal on the basis of:

* Unfair assessment
* Invalid assessment
* Unreliable assessment
* Unethical practices
* Inadequate expertise and experience of the assessor

Appeals have to be lodged in writing (Candidate Appeal Form) & submitted to the Training Provider internal moderator within 48 hours, following the assessment in question. The moderator will consider the appeal & make a decision regarding the granting of a re-assessment. The learner will be informed about the appeal-outcome within 3 days of lodging the appeal. Should the learner not be satisfied with the internal appeal outcome, the learner will be advised of the rights to refer the matter to the SETA ETQA.

## Assessment Process Flow

Assessment Activities conducted per the Assessment Plan

Assessment Plan agreed by candidate & completed by the assessors before the actual assessment

**CANDIDATE**

Detailed Assessor Report compiled & forwarded for Moderation

**ASSESSMENT**

Assessment Guide submitted to training provider as per Assessment Plan

Feedback Report Completed by Assessor & individual feedback given to candidate

Appeal form completed by the candidate in event of dispute

Record of Learning Updated

Assessment Results Moderated

Action Plan completed by Assessor

All records & evidence **filed**

**SETA**

Completed Assessor report/Moderator report/Record of Learning forwarded to SETA

Approval and Certification obtained from SETA

Certificate of Competencies issued to successful candidates

SETA to register on National Learner Database

# PORTFOLIO OF EVIDENCE

## Portfolio Building

Your Portfolio of Evidence (PoE) contains the evidence needed to declare you competent and to award credits towards the award of this qualification to you. Evidence should be authentic and reflect both your knowledge of the subject and your ability to apply this knowledge in the workplace. Thus, evidence day to day activities supporting the specific outcomes addressed by this learning programme should complement the theoretical learning you attended and were assessed on.

There are FIVE key steps in creating a portfolio that will reflect your competence.

### Plan Your Portfolio

Plan and document the sequence, graphics and layout of your portfolio. This will assist you in following a logical sequence, which makes the Portfolio also much more user friendly and understandable for the assessor. It will also reflect your professional approach and attitude towards the subject matter, your work and your life. Impact and appearance always contribute to or affect your chances of being taken seriously and declared competent!

### Gather The Evidence

An evidence checklist has been provided (Section 4) to tell you what evidence needs to be gathered for assessment purposes. However, there are four broad categories of evidence that you should include:

* Knowledge evidence (your knowledge questionnaire)
* Direct performance evidence (actual samples of your work or records of activities captured on audio or video tape)
* Indirect performance evidence (documentary records of your performance e.g. appraisals, photographs, testimonials, self-assessments, customer ratings etc.)
* Supplementary evidence (to confirm the authenticity of your evidence)

### Evaluate Your Evidence

Once you have collected your evidence, evaluate each piece by ensuring that it is:

* Valid (relevant to the unit standard/s being assessed)
* Authentic (clearly your own work)
* Current (not more than 2 years old)
* Sufficient (adequate to prove your competence against all of the assessment criteria and range statements in the unit standard/s)

### Cross-Reference Your Evidence To The Unit Standards

Evidence for assessment against unit standards must be linked to the outcomes of the unit standard in question. An evidence locator grid is useful for this.

### Organise Your Information

How you structure your portfolio is critical. Your design and layout must look professional and clearly articulate your achievements, and it should make sense to someone seeing it for the first time. Use the following structure as a guide:

1. A title page indicating:

* The title of the programme
* The unit standard titles to which the programme is aligned
* The assessment centre (The training provider)
* Your name, position and organisation
* Your contact details
* The name of your assessor
* The name of your moderator
* The date

1. An index
2. Background information

* Curriculum Vitae
* Organisation profile
* Job profile
* Organisation/department structure

1. A copy of the unit standard/s
2. Your assessment plan
3. Your completed Knowledge Questionnaire
4. An evidence locator grid
5. The evidence itself
6. Supporting evidence e.g. witness testimonies, reflections and witness status list
7. Assessment records

## Learner Documents

### Learner Curriculum Vitae

Please file your CV behind this page. Please remember to include a copy of your Identity Document (ID).

### Attendance Registers

File your attendance registers behind this page.

# ASSESSMENT STRATEGY

This assessment exercise will cover the unit standards for the learning program in order to achieve a competency certificate. The purpose of the assessment process is to gather enough evidence to prove all unit standard outcomes were achieved.

Competency will be assessed through class hands on tasks, input and performance based assessment, assignments which will require a fair amount of research and observation. Assessment evidence should be sufficient to prove that the candidate is competent in all require tasks set by the unit standards. A summative assessment will be conducted at end of the course to confirm assessment judgments. Principles of fairness, validity, practicability, reliability and consistency will be adhered to throughout.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit standard** | Demonstrate an understanding of product positioning  Demonstrate an understanding of the competitive environment and product positioning | | **Unit Standard Codes** | | 252206  252211 |
| **Level** | Level 4  Level 4 | | **Credits** | | 4  6 |
| **Purpose of Assessment** | The purpose of this assessment is to check your understanding of the selected unit standard in order to prepare you for the workplace | | | | |
| **Assessment Procedures** | * An integrated assessment approach will be followed to allow for practical and theoretical components. The entails the assessment of a number of unit standards, outcomes and criteria together in one assessment activity * Candidates are not only assessed against specific outcomes, but also on critical outcomes, attitudes and values * A summative competence judgment will be made on the basis of all assessment evidence produced, that proves that the candidate can be consistently judged as competent against the outcomes of the unit standards and the qualification as a whole. * Candidates take responsibility for their own assessment and should notify the assessor when they are ready for assessment * Candidates will receive feedback after the summative assessment, which will be discussed after all assessments have been completed * All assessments will be reviewed to ensure that assessment practices are valid, fair, transparent, consistent and current * An Internal/External moderator will moderate assessment practices * The SETA will also conduct external moderation | | | | |
| **Context of Assessment** | Assessment Method | Assessment Conditions | | Who will conduct assessment | Assessment results and feedback |
| Questionnaire,  Project | Input based assessments | | Assessor | Immediate |

## Assessment Preparation

### Preparing The Candidate

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of Candidate** |  | | **Date** |  |
| **Time** |  |
| **Name of Assessor** |  | | **Venue** |  |
| **How to prepare the candidate** | | **Document Requirements** | **Agree (tick)** | **Action Required** |
| Explain to the candidate why your are meeting and the purpose of the assessment | | NQF Framework Assessment process |  |  |
| Discuss the assessment plan in detail | | Assessment strategy |  |  |
| Explain assessment process, show assessment instruments to candidate and describe assessment conditions | | Assessment instruments |  |  |
| Identify the role-players during assessment | | Assessors  Moderator |  |  |
| Describe the evidence required to be declared competent | | Examples of evidence |  |  |
| Explain how evidence will be judged | |  |  |  |
| Explain to the candidate how to prepare: Give candidate summative task description | | Summative task description |  |  |
| Confirm with the candidate what he/she should bring to the assessment | | Detailed briefing on exact requirements to be given to candidate |  |  |
| Ensure that candidate understands the procedures of all assessment practices | | Appeals procedure  Moderation procedure  Assessment policy |  |  |
| Ask the candidate if he/she foresees any problems or identify any special needs | | List needs |  |  |
| Check with candidate that he/she clearly understands the assessment procedure | |  |  |  |
| **Comments or questions:** | | | | |
|  | | | | |
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### Assessor’s declaration:

I hereby declare that I have prepared the candidate for assessment, the candidate was consulted and all stakeholders have been informed and the workplace is prepared to ensure valid and fair assessment.

|  |  |
| --- | --- |
| Assessor Name | Signature |
|  |  |

## 

## Agreed Assessment Plan

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Candidate's Name:** |  | | | | | | | | |
| **Assessor's Name:** |  | | | | | | | | |
| **Unit Standard Title:** | 252206 Demonstrate an understanding of product positioning  252211 Demonstrate an understanding of the competitive environment and product positioning | | | | | | | | |
| **Special Assessment Requirements** |  | | | | | | | | |
| **Event** | **Date, time and location** | | | Resources required | | **Evidence to be generated** | | | |
| Attend Training |  | | | Training material, Facilitator | | Attendance Register | | | |
| Complete assessments. |  | | | Assessments | | Completed Assessments | | | |
| Complete Portfolio of Evidence |  | | | Portfolio of Evidence guide | | Completed Portfolio of Evidence | | | |
| Submit Portfolio of Evidence to training provider |  | | |  | | Acknowledgement of receipt from training provider | | | |
| **Assessor roles and responsibility** | | | | | | | | | |
| **Roles** | * Assessor * Guide * Feedback Agent * Reviewer | | | | | | | | |
| **Responsibilities** | * Consult candidate re assessment, assessment process and plan * Agree assessment process and plan with candidate * Forward documentation to candidate: plan, guide and assessment instruments * Assess candidate with the use of different instruments * Provide feedback on assessment findings * Support candidate through assessment process * Source feedback from candidate on assessment process * Review assessment process and outcome * Use assessment process as opportunity to transform assessment activities and outcomes | | | | | | | | |
| **Candidate roles and responsibility** | | | | | | | | | |
| **Roles** | | * Candidate * Feedback agent * Reviewer | | | | | | | |
| **Responsibilities** | | * Be available for assessment * Be actively involved in the consultative process * Learn from the assessment process * Provide feedback to the assessor in terms of the assessment as learning activity * Provide feedback to the assessor on the efficacy of the assessment process * Review own role and assessor role in the assessment process | | | | | | | |
| **Assessment Instruments** | | * Portfolio of evidence * Project * Observation * Self evaluation * Questioning | | | | | | | |
| **Assessment Process** | | | | | | | | | |
| **Step** | | | | | | | | | **Date** |
| * Evaluation of POE addressing Essential Embedded Knowledge in unit standards * Evaluation of Research Projects and other evidence address specific unit standards * Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage * Observation: feedback on assessment against specific outcomes, critical outcomes and constructs in unit standards * Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence * Feedback to candidate regarding assessment findings as well as review process | | | | | | | | |  |
| **Feedback** | | Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities | | | | | | | |
| **Recording Process** | | Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification | | | | | | | |
| **Review Process** | | The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate | | | | | | | |
| **Right to appeal** | | The candidate must be advised of the right to appeal | | | | | | | |
| **Accessibility and safety of environment** | | **Step** | | | | | **Date** | | |
| Site inspection conducted  Pre-assessment moderation conducted | | | | |  | | |
| **Resources Required** | | * + Assignments   + POE   + Assessments | | | | | | | |
| I confirm that:   * I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide * I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable * I have read and understood the appeal procedure * I know that assessments may be moderated or verified by an external party * The purpose of the assessment has been clearly explained to me * The criteria have been discussed with me, and I know I will be assessed against these criteria * I know when and where I will be assessed, and I was given fair notice * I know how the assessment will be done, and any other requirements related to the assessment * I am ready to be assessed   **Signed: Date:** | | | | | | | | | |
| Overall Assessment Decision | | | Competent | | Not yet competent | | | | |
| Candidate’s Signature | | |  | | **Date** | | |  | |
| Assessor’s Signature | | |  | | **Date** | | |  | |
| Moderator’s Signature | | |  | | **Date** | | |  | |

# UNIT STANDARD 252206

#### Unit Standard Title

Demonstrate an understanding of product positioning

#### NQF Level

4

#### Credits

4

#### Purpose

The person credited with this unit standard will be able to describe and explain product positioning strategies while positioning the product for the market. They will also be able to explain and describe product life cycles.

The qualifying learner is capable of:

* Describing and explaining product positioning strategies.
* Explaining position of the product in relation to the market.
* Explaining and describing product life cycles.

#### Learning Assumed To Be In Place And Recognition Of Prior Learning

Learners accessing this qualification will have demonstrated competence in:

* Communication at NQF Level 3 or equivalent.
* Mathematical Literacy at NQF Level 3 or equivalent.

#### Unit Standard Range

* Marketing including all forms of marketing communications, direct marketing and relationship marketing, sponsorship, event marketing, sales promotions, public relations and alternative strategies.
* Standard applies to marketing management, customer management, marketing communications and marketing research.
* Product life cycles including development, introduction, growth, maturity, saturation and decline.
* Positioning and repositioning including needs, wants, features, advantages, benefits, usage, users and competition.

#### Specific Outcomes and Assessment Criteria:

**Specific Outcome 1**

Describe and explain product positioning strategies.

**Assessment Criteria**

* A target market analysis is explained in respect of existing products and competing products.
* Comparisons are made with existing products and competing products.
* Opportunities for new product development and modification of existing products are identified and assessed against market requirements.
* Customer perceptions are identified and explained in order to ascertain perceptions.
* Customer preferences are identified and explained in order to establish product positions.
* Market opportunities are identified and explained with examples.

**Specific Outcome 2**

Explain position of the product in relation to the market.

**Assessment Criteria**

* Relative target markets positions are identified and explained with examples.
* Positioning and repositioning options are identified and explained in given case studies.
* Position strategies are identified and explained, which communicate and execute the product positioning decisions taken.

**Specific Outcome 3**

Explain and describe product life cycles.

**Assessment Criteria**

* Phases of product life cycles are identified and explained in given case studies.
* Implications for marketing programs of product life cycles are identified and described in given case studies.
* Product life cycle phases are evaluated and implications are explained for new product development and modification of existing products.

#### Unit Standard Accreditation And Moderation Options

* An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA.
* Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
* Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA.
* Moderation of assessment will be conducted by the relevant ETQA at its discretion.

#### Unit Standard Essential Embedded Knowledge

* A broad understanding of methods and techniques for positioning products in a market.
* An all rounded understanding of product life cycle development, introduction and growth.

#### Critical Cross-field Outcomes (CCFO):

**Unit Standard CCFO Identifying**

Identify and solve problems pertaining to the determination and understanding of product positioning.

**Unit Standard CCFO Organising**

Organise oneself and one's activities so that a thorough understanding exists of product positioning and how it relates to marketing management.

**Unit Standard CCFO Collecting**

Collect, evaluate, organise and critically evaluate information, which leads to the identification and explanation of product positioning and product life cycles.

**Unit Standard CCFO Science**

Use science and technology in the understanding and gaining of evidence and knowledge for product positioning.

# UNIT STANDARD 252211

#### Unit Standard Title

Demonstrate an understanding of the competitive environment and product positioning

#### NQF Level

4

#### Credits

6

#### Purpose

The person credited with this unit standard will be able to collect information on the products and services of competitors and explain the nature of the competitive environment. The learner will be able to describe the positioning of products and the different stages of product life cycles.

The qualifying learner is capable of:

* Collecting information on the competitors products or services.
* Explaining the nature of the competitive environment.
* Describing product positioning.
* Explaining the stages of the product life cycles.

#### Learning Assumed To Be In Place And Recognition Of Prior Learning

Learners accessing this unit standard will have demonstrated competence in:

* Communication at NQF Level 3 or equivalent.
* Mathematical Literacy at NQF Level 3 or equivalent.

#### Unit Standard Range

Marketing including all forms of marketing communications, direct marketing and relationship marketing, sponsorship, event marketing, sales promotions, public relations and alternative strategies.

#### Specific Outcomes and Assessment Criteria:

**Specific Outcome 1**

Collect information on competitor's products and services.

**Assessment Criteria**

* Sources of competitive information are identified and responsibility for collection allocated to team members.
* Competitor's information, products and services are reviewed regularly.
* Marketing industry advancements and technological changes and their impact on competitive advantage are reviewed regularly.
* A competitive information collection process is established and maintained by relevant team members.

**Specific Outcome 2**

Explain the nature and the extent of a competitive environment.

**Assessment Criteria**

* The competitive environment is identified and explained in relation to organisational threats.
* Strengths and weaknesses of competitors are identified and documented for ongoing evidence reference.
* Organisational tactics to match competitive strategies are identified according to marketing requirements.
* Roles and responsibilities of team members are identified and explained as they relate to relevant defensive activities.

**Specific Outcome 3**

Describe and explain product positioning.

**Assessment Criteria**

* Target market analysis is explained in relation to existing own organisation's and competitors products.
* Comparison between existing organisational products and competitor's products are made according to relevant marketing strategies.
* Opportunities for new product development and modification of existing products are identified and assessed to meet market changes.
* Customer perceptions related to organisational products are identified and explained.
* Customer preferences for the ideal product position are identified and explained in relation to organisation and competitors products.

**Specific Outcome 4**

Explain and describe the stages of the product life cycle.

**Assessment Criteria**

* Phases of product life cycles are identified and explained for each stage.
* Product life cycle stages are evaluated and implications for new product development or modification of existing products are described.
* Implications for marketing programs related to product life cycles are identified and described for each stage.
* New marketing opportunities are identified for each stage.

#### Unit Standard Accreditation And Moderation Options

* An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA.
* Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
* Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA.
* Moderation of assessment will be conducted by the relevant ETQA at its discretion.

#### Unit Standard Essential Embedded Knowledge

* Methods and techniques for maintaining a competitive environment.
* Methods and techniques for obtaining competitive information.

#### Critical Cross-field Outcomes (CCFO):

**Unit Standard CCFO Identifying**

Identify and solve problems pertaining to maintaining a competitive environment.

**Unit Standard CCFO Organising**

Organise oneself and one's activities so that the competitive environment is kept up to date at all times to maximise commercial advantage.

**Unit Standard CCFO Collecting**

Collect, evaluate, organise and critically evaluate information so that a competitive environment will remain at all times.

**Unit Standard CCFO Demonstrating**

Understand the world as a set of related systems in that the competitive environment inevitably affects the success of the organisation as whole and/or marketing strategies.

## Formative Assessments

During your training, you were required to complete a number of activities within each Lesson in your Learner Study Guide. You need to complete these activities and attach the evidence of each in this section of your PoE.

## Summative Assessment Readiness Statement

Note: R = Ready for summative assessment, NYR = Not yet Ready for summative assessment

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Candidate's Name |  | | | | ID No. |  |
| Assessor's Name |  | | | | Reg. No. |  |
| Unit Standard Title | 252206 Demonstrate an understanding of product positioning | | | | | |
| **ASSESSMENT DECISION** | | | | | | |
| Specific Outcome | | R | NYR | Comments | | |
| Describe and explain product positioning strategies | |  |  |  | | |
| Explain position of the product in relation to the market | |  |  |  | | |
| Explain and describe product life cycles | |  |  |  | | |

### 

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit Standard Title | 252211 Demonstrate an understanding of the competitive environment and product positioning | | | |
| **ASSESSMENT DECISION** | | | | |
| Specific Outcome | | R | NYR | Comments |
| Collect information on competitor's products and services | |  |  |  |
| Explain the nature and the extent of a competitive environment | |  |  |  |
| Describe and explain product positioning | |  |  |  |
| Explain and describe the stages of the product life cycle | |  |  |  |

### Assessor’s / Facilitator declaration:

I hereby declare that I have assessed the learner’s formative assessment and find the learner ready / not yet ready for the summative assessment

|  |  |
| --- | --- |
| Assessor / Facilitator Name | Signature |
|  |  |

# SUMMATIVE ASSESSMENTS

## Workplace Assignment

### Knowledge Questionnaire and Project

#### US252206

1. Explain target market analysis techniques which could be used for the analysis of both existing products and competing products. (SO1 AC1)
2. List an existing product by your organisation and then a competing product on offer by the competition. Make a comparison about the features / benefits of each. (SO1 AC2)

|  |  |
| --- | --- |
| Current Product | Competing Product |
|  |  |
| Comparison: | |
|  | |

1. Identify and explain opportunities for new product development and modification of existing products in your organisation. Make use of examples to explain your answer. (SO1 AC3)

|  |
| --- |
| Opportunities for new product development: |
|  |
| Modification of existing products: |
|  |

1. Identify common customer perceptions relating to the products on offer by your organisation and industry alike. Make use of an example to explain your answer. (SO1 AC4)
2. Identify the current trend of customer preferences towards the current products on offer by your organisation and industry alike. (SO1 AC5)
3. Identify new marketing opportunities which could be created / pursued in your organisation. (SO1 AC6)
4. Identify and explain the relative target market positions. Make use of an example to explain your answer. (SO2 AC1)
5. Make use of scenario examples to explain both positioning and repositioning options available in your organisation. (SO2 AC2)
6. Identify the position strategies used in your organisation which communicate and execute the product positioning decisions taken. (SO2 AC3)
7. Identify and explain the common product life cycles. (SO3 AC1

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |

1. Identify and explain the possible implications for marketing programs of product life cycles. Make use of examples to explain your answer. (SO3 AC2)
2. Explain the implications of product life cycles for new product development and modification of existing products. (SO3 AC3)

#### US252211

1. Identify sources for competitive information in your industry. Make use of examples to explain your answer. (SO1 AC1)
2. Explain the internal competitive environment in terms of organisational threats. (SO2 AC1)

|  |
| --- |
| **Research Activity** |

*Conduct research in the workplace to comment and gather information to complete the following questions. Liaise with other staff / role-players where necessary to assist you in obtaining the relevant information which you require.*

1. Identify the strengths and weaknesses of your current external competitors. (SO2 AC2)

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| --- | --- |
| Competitor | |
|  | |
| Strengths | Weaknesses |
|  |  |

1. Identify your organisational tactics to match the current competitive strategies. Make use of an example to explain your answer. (SO2 AC3)
2. Explain the roles and responsibilities of team members in terms of relevant defensive activities employed by your organisation. (SO2 AC4)
3. Explain target market analysis in terms of your own organisation's and competitors products. Make use of examples to explain your answer. (SO3 AC1)

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| Own products | Competitors products |
|  |  |

1. List an existing product by your organisation and then a competing product on offer by the competition. Make a comparison about the features / benefits of each. (SO3 AC2)

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| --- | --- |
| Current Product | Competing Product |
|  |  |
| Comparison: | |
|  | |

1. Identify and explain opportunities for new product development and modification of existing products in your organisation. Make use of examples to explain your answer. (SO4 AC3)

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| Opportunities for new product development: |
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| Modification of existing products: |
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1. Identify common customer perceptions relating to the products on offer by your organisation and industry alike. Make use of an example to explain your answer. (SO4 AC4)
2. Identify the current trend of customer preferences towards the current products on offer by your organisation and industry alike. (SO4 AC5)
3. Identify and explain the common product life cycles. (SO5 AC1)

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1. Identify and explain the possible implications for marketing programs of product life cycles. Make use of examples to explain your answer. (SO5 AC2)
2. Explain the implications of product life cycles for new product development and modification of existing products. (SO5 AC3)
3. Identify new marketing opportunities for each stage of the cycle. (SO5 AC4)

**TOTAL:**