



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

MARKETING

NQF LEVEL 2

September 2007

INTRODUCTION

A. What is Marketing?

Marketing identifies, anticipates and satisfies current and future consumer and customer expectations, needs and problems by facilitating and consummating exchange to achieve targeted levels of profitability and/or value in an accountable and socially responsible manner.

Marketing includes all forms of marketing communication, direct marketing and relationship marketing, sponsorship, event marketing, sales promotion, public relations and alternative strategies. Marketing encompasses knowledge of target markets, market research and trends, principles of marketing, marketing policies and plans and the use of the four Ps in the target market.

B. Why is Marketing important in the Marketing programme?

Students enrolled in the Marketing programme must clearly understand what marketing is and how to use the marketing tools to achieve maximum benefit. Marketing is a key business function, both strategically and operationally, necessary to the success of any organisation. The subject adapts students to the marketing environment and workplace.

C. The link between the Marketing Learning Outcomes and the Critical and Developmental Outcomes

Students need to understand the world around them so that they can fully understand the dynamics of marketing and its environments. Consequently, students understand the world as a set of interrelated parts of a system using language to explore and express links and investigate a global range of contexts and texts.

Students will have to manage their own research processes and organise and manage themselves and their activities responsibly and effectively.

Students will have to analyse and report on findings and progress. Students will have to meet objectives and performance standards. In other words, students will have to collect, analyse, organise and critically evaluate information and communicate effectively using visual, mathematical and/or language skills to present the information.

Students will have to solve problems in marketing by first identifying them for the customer and then finding suitable solutions as a team to solve customer complaints. Students will have to identify and solve problems in which responses display that responsible decisions, using critical and creative thinking, have been made and work effectively with others as a member of a team, group organisation and community.

D. Factors that contribute to achieving the Marketing Learning Outcomes

The student must possess the following characteristics to succeed in Marketing:

- Communication flair
- Analytical ability
- Predisposition to analyse trends and facts
- Keen powers of observation
- Ability to make decisions accurately and in time
- People-centredness
- Artistic flair
- Interest in changes in the marketing arena (awareness of surroundings – networking skills)

MARKETING – LEVEL 2

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1 DURATION AND TUITION TIME

This is a one-year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided the student meets all the assessment requirements.

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

2 SUBJECT LEVEL FOCUS

Students will be able to:

- Describe related activities in the marketing environment.
- Describe the components of a marketing plan.

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

3.1.1 Theoretical component

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

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

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

3.1.2 Practical component

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

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

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

Students may complete practical exercises daily. Assignments and case studies can be completed at the end of a topic. Practical examinations can form part of internal practical assessment.

- **Some examples of practical assessments include, but are not limited to:**

- A. Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role-play, independent activity, synthesis and evaluation)
- B. Exhibitions by students
- C. Visits undertaken by students based on a structured assignment task
- D. Research
- E. Task performance in a “Structured Environment”

- **Definition of the term “Structured Environment”**

“Structured environment” for the purposes of assessment refers to an actual or simulated workplace or workshop environment. It is advised that a practicum room is available on each campus for practical assessment.

- **Evidence in practical assessments**

All evidence pertaining to evaluation of practical work must be reflected in the students’ Portfolio of Evidence (PoE). The tools and instruments constructed and used to conduct these assessments must be clear from

the evidence contained in the Portfolio of Evidence (PoE). A checklist of the practical work that will be submitted with the Portfolio of Evidence (PoE) must be designed to facilitate the assessment of the Portfolio of Evidence (PoE).

3.1.3 Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component (40 percent) and the practical component (60 percent) of the internal continuous assessment (ICASS).

3.1.4 Moderation of internal assessment mark

Internal assessment is subjected to internal and external moderation procedures as set out in the *National Examinations Policy for FET College Programmes*.

3.2 External assessment (50 percent)

A National examination is conducted annually in October or November by means of a paper(s) set and moderated externally. A practical component will also be assessed.

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

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. Introducing Marketing	15
2. Importance of Marketing Policy	10
3. Awareness of Marketing Environments	15
4. Principles of Marketing	15
5. Finding Your Customer	15
6. Components of a Marketing Plan	20
7. Marketing and Other Functional Areas in the Company	10
TOTAL	100

5 CALCULATION OF FINAL MARK

Internal assessment mark: Student's mark/100 x 50 = a mark out of 50 (a)

Examination mark: Student's mark/100 x 50 = a mark out of 50 (b)

Final mark: (a) + (b) = a mark out of 100

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, reporting, moderation and verification purposes.

6 PASS REQUIREMENTS

The student must obtain at least fifty (50) percent in ICASS and fifty (50) percent in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Marketing Level 2, the student should have covered the following topics:

Topic 1: Introducing Marketing

Topic 2: Importance of Marketing Policy

Topic 3: Awareness of Marketing Environments

Topic 4: Principles of Marketing

Topic 5: Finding Your Customer

Topic 6: Components of a Marketing Plan

Topic 7: Marketing and Other Functional Areas in the Company

7.1 Topic 1: Introducing Marketing

Subject Outcome 1: Define the dynamics of marketing in a marketing context.

Range: Consumer, needs and target market

Learning Outcomes

The student should be able to:

- Describe the concept marketing with reference to sustainability and profitability.
- Explain how marketing occurs in an organisation.
- Describe how marketing influences the working of the whole organisation.
- Explain the circumstances in which marketing must occur for it to be successful.
- Define the dynamics of marketing in a marketing context including needs, wants, consumer and target market.
- Discuss the factors that influence the dynamics of marketing in an organisation so that effective marketing processes can occur.

Subject Outcome 2: Describe the evolution of marketing using examples.

Learning Outcomes

The student should be able to:

- Describe the history of marketing.
- Describe how and why this evolution occurred.
- List examples of the evolution of marketing.
- Discuss the impact of the evolution of marketing with relation to the current marketing situation.

Subject Outcome 3: Describe the importance of marketing to an organisation.

Learning Outcomes

The student should be able to:

- Discuss the place of marketing in an organisation.
- Explain how the marketing department functions in an organisation.
- List the benefits of placing marketing strategically in an organisation.
- Describe the consequences of not placing marketing strategically in a business.

Subject Outcome 4: Identify the scope of marketing as it applies to the organisation.

Learning Outcomes

The student should be able to:

- Identify the scope of marketing in an organisation so that the employees of the marketing department do not exceed limitations.
- Explain how the scope of marketing can be increased if necessary.
- Explain the implications of increasing or decreasing the marketing scope.

Subject Outcome 5: Explain marketing functions with examples as they apply to your organisation.

Learning Outcomes

The student should be able to:

- Explain the functions of the marketing department.
- List examples of the functions of marketing.
- Identify marketing functions that apply to the college and give reasons why the functions were chosen.

7.2 Topic 2: Importance of Marketing Policy

Subject Outcome 1: Explain what a marketing policy is and the influence it has on marketing in an organisation.

Learning Outcomes

The student should be able to:

- Define the concept marketing policy including a definition and components.
- List the reasons why a company should have a marketing policy.
- Research and summarise the benefits of having a marketing policy for an organisation.

- Discuss how a marketing policy influences marketing and other business functions in an organisation.

7.3 Topic 3: Awareness of Marketing Environments

Subject Outcome 1: List the various environments in which marketing takes place.

Learning Outcomes

The student should be able to:

- Explain the concept marketing environments.
- List the types of marketing environments that exist for successful marketing to occur.
- Explain how marketing occurs in the various marketing environments.
- Summarise the importance of marketing environments in marketing organisation.

Subject Outcome 2: Identify and describe, with examples, factors that influence marketing environments.

Learning Outcomes

The student should be able to:

- Identify marketing environments which are controllable and uncontrollable.
- Identify, from a case study, examples of controllable and uncontrollable environments.
- Explain how controllable and uncontrollable factors influence marketing environments.
- List examples of controllable and uncontrollable factors that influence marketing environments.
- Identify, from a case study, examples of controllable and uncontrollable factors.

7.4 Topic 4: Principles of Marketing (Marketing Mix)

Subject Outcome 1: Describe how a marketing principles influences marketing in an organisation.

Learning Outcomes

The student should be able to:

- List basic principles of marketing and arrange in order of importance.
- Explain each marketing principle including how it functions in the marketing environment.
- Summarise the relevance of the Marketing Mix to marketing.
- Identify the principles of marketing from a case study with examples.
- Describe how marketing principles influence marketing processes and strategies.
- Describe the influence, importance and consequences of the Marketing Mix to marketing.

7.5 Topic 5: Finding Your Customer

Subject Outcome 1: Identify marketing activities in a target market.

Range: Market research, market segmentation and consumer behaviour

Learning Outcomes

The student should be able to:

- Identify the marketing activities in a target market including market research, market segmentation and consumer behaviour.
- Define the concepts market research, market segmentation and consumer behaviour.
- Explain how target market activities interact with each other in a marketing context.
- Describe the stages of market research.
- Identify bases in market segmentation including geographical, demographic, behavioural and psychological bases.

Subject Outcome 2: Explain how target marketing activities are identified to incorporate in a marketing plan.

Learning Outcomes

The student should be able to:

- List methods of identifying target marketing activities.
- Explain how target marketing activities influence a marketing plan.
- Describe how the target marketing activities are incorporated into a marketing plan.
- Discuss benefits of identifying essential target marketing activities to ensure success of marketing effort.

7.6 Topic 6: Components of a Marketing Plan

Subject Outcome 1: Discuss the importance of having a marketing plan for an organisation.

Learning Outcomes

The student should be able to:

- Define the concept marketing plan.
- Explain the purpose of a company having a marketing plan.
- Describe the importance of a company having a marketing plan.

Subject Outcome 2: List reasons to use marketing plans in an organisation.

Learning Outcomes

The student should be able to:

- Explain why a marketing plan is used in an organisation.
- Explain the purpose of a marketing plan in a company.
- Show the connection between the use and purpose of a marketing plan.
- Explain how the purpose of a marketing plan determines the use of the marketing plan in an organisation.
- Research the use of a marketing plan in any company and write a brief report on your findings.

Subject Outcome 3: Describe the components of the marketing plan.

Range: Table of contents, introduction to company, Marketing Mix, marketing budget, summary and conclusion

Learning Outcomes

The student should be able to:

- List the basic components of a marketing plan.
- Describe the components of a marketing plan.
- Extract components of a marketing plan from a case study with examples.
- Complete a template of the basic components of a marketing plan from a case study.
- Establish the most important components in a marketing plan and give reasons for your deduction.
- Describe the consequences of not including the basic components in a marketing plan.

7.7 Topic 7: Marketing and Other Functional Areas in the Company

Subject Outcome 1: Describe the relationship between marketing and other functional areas in the company.

Learning Outcomes

The student should be able to:

- List the other departments found in a business.
- Describe the relationship between marketing and other functional areas in an organisation including all other departments or business areas of the business.
- Use a diagram or flowchart to show the interaction between marketing and other departments.
- Describe factors that influence the relationship between marketing and the other departments.
- List examples of factors that influence the relationship between marketing and the other departments.
- List other sources that could be used to ascertain the relationship between marketing and other departments.
- Discuss the benefits of a good working relationship between marketing and other functional areas in the company.

8 RESOURCE NEEDS FOR THE TEACHING OF MARKETING – LEVEL 2

8.1 Physical resources

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

8.2 Technology and Research Centre

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

8.3 Human resources

The lecturer should have:

- a qualification in Marketing or a three-year teaching diploma;
- recognition-based on prior learning in this field of study;
- facilitation skills;
- assessor and moderator qualifications;
- training in outcomes-based education methodology; and
- ongoing interest in new developments and innovations.

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

8.4 Other resources

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