



NATIONAL CERTIFICATE (VOCATIONAL)

SUBJECT GUIDELINES

CONSUMER BEHAVIOUR NQF Level 3

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CONSUMER BEHAVIOUR

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INTRODUCTION

A. What is Consumer Behaviour?

Consumers are exposed to various experiences and influences. Some consumers are more susceptible to change and influence than others. Some consumers respond to their environments as a result of their psychological make-up, as their situations change, opportunities emerge and they are subjected to a wider range of influence to which they may consciously respond in a positive or negative manner. Changes in circumstances may arouse inherent needs or promote new needs and wants in consumption patterns.

Consumer buyer behaviour is defined as:

“The acts of individuals directly involved in obtaining and using goods and services, including the decision processes that precede and determine these acts.”

B. Why is Consumer Behaviour important in the Marketing programme?

The task of marketing is to identify these needs and wants and develop products and services that will satisfy them. The role of marketing is not to “create” wants but to fulfil them. It is crucial to find out why something is required. Only by gaining a deep and comprehensive understanding of buyer behaviour can marketing goals be realised in terms of becoming better equipped to satisfy customer needs effectively. Satisfied customers should constitute a loyal group of customers with positive attitudes towards the company’s products.

C. The link between the Consumer Behaviour Learning Outcomes and the Critical and Developmental Outcomes

The underlying concept of consumer buyer behaviour relates to a system in which the consumer is the core, surrounded by immediate and wider environments that influence individual goals. Such goals are satisfied by consumers passing through problem-solving stages leading to purchase decisions. For this, one needs to understand that the world is a set of interrelated parts of a system to be explored, expressed and linked. Consumer buyer behaviour should be effectively and critically accessed using science and technology, effective communication through language skills and an inner awareness and responsibility of development in a global sense.

D. Factors that contribute to achieving the Consumer Behaviour Learning Outcomes

A student who is interested in marketing aims for an integrated approach that embraces new opportunities in a dynamic, action-driven manner, based on an overall business philosophy. Therefore it is not sufficient simply to provide satisfaction. Marketers, and hence students, must maintain and improve the level of satisfaction they provide. A marketing-orientated student must be influential using marketing strategies that concentrate on reducing anxiety and perceived risk.

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 candidate meets all of the assessment requirements.

Course preparation should consider students with special education needs (LSEN).

2 SUBJECT LEVEL FOCUS

- Describe the different types of consumers and their impact on commercial environments

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

3.1.1 Theoretical Component

The theoretical component will form 40 percent of the internal assessment.

Internal assessment of the theoretical component of Consumer Behaviour Level 3 will take the form of observation, class questions, group work (informal group competitions with rewards), individual discussions with students, class, topic and semester tests, and internal examination. Daily observations can be done when marking assignments from the previous day and class questions.

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

3.1.2 Practical/Application Component

Practical components include applications, exercises and assignments.

All practical components must be indicated in a Portfolio of Evidence (PoE).

The practical components will form 60% of internal assessment.

Internal assessment of the practical component of Consumer Behaviour NQF Level 3 will take the form of assignments, practical exercises, case studies, practical examination in a simulated business environment.

Students may complete practical assignments on a daily basis. Assignments and case studies can also be done at the end of a topic. Practical examination 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, syntheses and evaluation)
- B. Exhibitions by learners
- C. Visits undertaken by learners based on a structured assignment task
- D. Research
- E. Task performance in a simulated/structured environment

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

“Structured environment” for the purpose 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/application assessments**

All evidence pertaining to evaluation of practical work must be reflected in the student’s Portfolio of Evidence (PoE). The tools and instruments constructed and used for the purpose of conducting such assessments must be clear from evidence contained in the 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 and the practical component of the internal continuous assessment.

3.1.4 Moderation of internal assessment mark

Internal assessment is subject to both internal and external moderation procedures as contained 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 set, marked and moderated externally.

Details in respect of external assessment are contained in the *Assessment Guidelines: Consumer Behaviour* (Level 3).

4 WEIGHTED VALUES OF THE TOPICS

TOPICS	WEIGHTED VALUE
1. Consumer composition in a marketing environment	20
2. The market	25
3. The target market	20
4. Basic research in an office environment	10
5. Product positioning	15
6. Safety and security policies and procedures	10
TOTAL	100

5 CALCULATION OF FINAL MARK

Internal assessment: 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, purposes of moderation and verification.

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 Consumer Behaviour Level 3 the learner should have covered the following topics:

- Topic 1: Consumer composition in a marketing environment
- Topic 2: The market
- Topic 3: The target market
- Topic 4: Basic research in an office environment
- Topic 5: Product positioning
- Topic 6: Safety and security policies and procedures

7.1 Topic 1: Consumer composition in a marketing environment

(refer to Level 2, Topic 1, SO1)

7.1.1 Subject Outcome 1: Explain the concept consumer and indicate the different types of consumers

Learning Outcome:

- Explain the concept consumer in a marketing context
- Identify and list different types of consumer in a marketing context
- Tabulate the similarities and differences between different types of consumers

7.1.2 Subject Outcome 2: Indicate the steps in the consumer's basic decision making process

Learning Outcome:

- Demonstrate an understanding of the concepts consumer and decision making process based on prior knowledge attained in this field of study
- List and accurately explain the basic steps in the consumer decision making process.

Range: Problem recognition, information search, evaluation of alternatives, purchase decision, post-purchase behaviour

7.1.3 Subject Outcome 3: The concept organizational consumer is defined and organisational consumers' characteristics are explained

Learning Outcome:

- Define the concepts organisational consumer to demonstrate understanding
- Explain the characteristics of organisational consumers so that these can be considered when sales techniques are planned and developed
- Identify and list differences and similarities between organizational and other customers' buying behaviour
- Describe the buying structure of organizational consumers.

Range: Role players, centralisation, decentralisation

7.2 Topic 2: The market

7.2.1 Subject Outcome 1: Define the concept market

Learning Outcome:

- Demonstrate understanding of the market concept in different contexts,.
Range: In a socio-economic system, in an individual organization and personally
- Demonstrate understanding of the market concept in a national and international context

7.2.2 Subject Outcome 2: Identify the different types of consumer markets with a definition on each

Learning Outcome:

- Demonstrate understanding of the concept customer market
- Identify and describe the different customer markets.

Range: consumer markets, industrial markets, reseller markets, government markets, international markets

7.2.3 Subject Outcome 3: Identify the nature and extent of consumer markets

Learning Outcome:

- Demonstrate understanding of the difference between a consumer and a customer
- Explain the difference between customer and consumer markets with examples

7.2.4 Subject Outcome 4: Explain the supply and demand sides of consumer markets

Learning Outcome:

- Explain enterprises offering similar products or services to the markets (competitors), being the supply, with examples.

Range: Enterprises, suppliers, manufacturers, wholesalers

- Explain all possible consumers, being the demand.

Range: Consumers of products, services or raw material

- Demonstrate an understanding of the interaction between the enterprise and its environment

7.2.5 Subject Outcome 5: Explain the concept Mass Marketing

Learning Outcome:

- Demonstrate an understanding of a mass marketing approach.
Range: aggregation, total market, undifferentiated
- Demonstrate an understanding of the basic elements of mass marketing.
Range: production, mass distribution, mass promotion, one product
- Illustrate practical examples of mass marketing
- Demonstrate understanding of the conditions under which mass marketing can be successful.
Range: similar needs, common product needs
- Explain advantages and disadvantages in a comparative manner

7.3 Topic 3: The target market

7.3.1 Subject Outcome 1: Describe market segmentation and market segmentation processes

Learning Outcome:

- Assess and explain market segmentation
- Explain the purpose of market segmentation in terms of the divisions of markets into groupings with similar characteristics, needs, wants and behaviours to enable precise targeting
- Assess and explain the potential for segmentation
- Identify and explain segmentation basis, including geographic, demographic, psychographic and behaviouristic, end use and operational basis
- Identify and explain profiles for market segmentation

7.3.2 Subject Outcome 2: Explain positioning strategies for chosen segments

Learning Outcome:

- Identify and explain target market segments
- Identify and explain position variables for each target market
- Identify product positioning strategies to be communicated to the target market

7.3.3 Subject Outcome 3: Explain market segmentation in relation to the marketing mix

Learning Outcome:

- Identify and explain the implications of market segmentation outcomes for marketing mix decisions
- Identify and describe implications of market positioning strategies for marketing mix decisions
- Identify and explain implications of significant cultural influences and impacts on the marketing mix decisions
- Identify and explain monitoring mechanisms for market positioning strategies

7.4 Topic 4: Basic research in an office environment

7.4.1 Subject Outcome 1: Plan a simple research project

Learning Outcome:

- Identify and confirm in writing the need for and the purpose of the research with key stakeholders
- Delineate the scope of the research after consultation with the key stakeholders
- Compile a list of at least five qualitative and quantitative research methodologies, describing the suitability of each for the research topic in question
- Select a particular methodology based on the most appropriate design for the research in question
- Formulate a research plan, describing the purpose, the question or problem to be solved, the expected outcome, the methodology and any schedules, questionnaires or models that will be used

7.4.2 Subject Outcome 2: Gather and collate data relevant to the research question

Learning Outcome:

- Gather data according to the methodology described in the plan
- Collate data according to the methodology described in the plan
- Justify reasons for change of any part of the plan, where necessary, in writing
- Record data in raw format and collated format

7.4.3 Subject Outcome 3: Analyse the data obtained from the research

Learning Outcome:

- Compile a list of five data analysis techniques, describing the suitability of each for the data obtained and the research topic in question
- Select a particular analysis technique based on appropriateness for the data obtained and the type of research carried out
- Analyse the data correctly using the selected analysis technique
- Select only the relevant findings for presentation in the report

7.4.4 Subject Outcome 4: Prepare and present a report and recommendations based on the findings of the research

Learning Outcome:

- Include in the report all the elements of the plan, as well as the collated data, the analysis, the findings, a discussion with reference to published works relating to the topic, the recommendations, a conclusion and references
- Illustrate and enhance comprehension of the points being made by including appropriate diagrams, graphs or charts
- Ensure that the report links research findings to published data in an integrated manner
- Base the format of the report on a company specific template designed for the purpose

7.4.5 Subject Outcome 5: Evaluate the effectiveness and utility of the research

Learning Outcome:

- Discuss the effectiveness of the selected techniques with reference to the purpose of the research
- Discuss the utility of the research with reference to the stated purpose and design

7.5 Topic 5: Product positioning

7.5.1 Subject Outcome 1: Describe and explain product positioning strategies

Learning Outcome:

- Analyse target market of existing products and competing products
- Make comparisons with existing products and competing products
- Identify opportunities for new product development and modification of existing products
- Identify and explain customer perceptions
- Identify and explain customer preferences for product positions
- Identify and explain market opportunities

7.5.2 Subject Outcome 2: Position the product in relation to the market

Learning Outcome:

- Identify and explain relative target market positions
- Identify and explain positioning and repositioning options
- Identify and explain positioning strategies for communicating and executing the product positioning decisions taken

7.5.3 Subject Outcome 3: Explain and describe product life cycles

Learning Outcome:

- Identify and explain phases of product life cycles
- Identify and describe implications for marketing programs of product life cycles
- Evaluate product life cycle phases
- Explain and describe implications for new product development and modification of existing products

7.6 Topic 6: Safety and security policies and procedures

7.6.1 Subject Outcome 1: Describe safety and security policies and procedures

Learning Outcome:

- Obtain safety and security policies and procedures as required for specific operations
- Analyse and describe safety and security policies and procedures in accordance with relevant arrangements and venue guidelines
- Describe safety and security policies within own working environment as per organisational standards and safety procedures

7.6.2 Subject Outcome 2: Monitor safety and security policies and procedures

Learning Outcome:

- Obtain safety and security implementation plans within the organisational guidelines
- Evaluate implementation plans and identify safety elements in line with standards
- Monitor implementation plans and identify problematic areas in terms of objectives

7.6.3 Subject Outcome 3: Report deviations from safety and security policies and procedures

Learning Outcome:

- Record deviations in the required format
- Submit deviance reports within required timeframe
- Implement actions to correct problematic areas and monitor actions according to organisational standards and procedures

8 RESOURCE NEEDS FOR THE TEACHING OF CONSUMER BEHAVIOUR LEVEL 3

8.1 Physical resources

- **Structured Marketing environment**

Completely equipped with all necessary material, devices and equipment that represents the practical environment as found in the Marketing sector, so that students can have hands on training and perform practical assignments for assessment purposes.

- **Technology and Research Centre**

- Computers, scanners and printers for students to complete assignments/case studies/projects and to do research
- Access to Internet
- Research software e.g. Encarta
- Subject related magazines/DVDs/videos
- Daily newspapers
- Reference books
- List of stakeholders involved in the training process for presentations/guest speakers/practical experience
- Applicable legislation/Acts
- Secure stockroom

8.2 Human resources

- **Lecturer**

- A qualification in marketing/degree in marketing/3 year teaching diploma/recognition based on prior learning in this field of study
- Facilitation skills
- Assessor- and moderator qualifications
- Training in OBE Methodology
- Ongoing upskilling in new developments and innovations

- **A full time Technology and Research Centre Manager**

8.3 Other resources

- Consumables e.g. stationery
- Student guides
- Assessment guides
- Logbooks
- Workbooks
- Files
- Calculators