



education

Department:
Education
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NATIONAL CERTIFICATE (VOCATIONAL)

SUBJECT GUIDELINES

MARKETING COMMUNICATION

NQF Level 4

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MARKETING COMMUNICATION – LEVEL 4

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INTRODUCTION

A. What is Marketing Communication?

Marketing Communication uses the correct type of advertising to communicate and create awareness of a product or service on offer. The role of Marketing Communication includes promoting image; providing information; creating, increasing and stabilising demand; differentiating product features and benefits; providing competitive differentiation, lead generation and customer retention and loyalty and motivating staff. The communication channels used include phone, fax, e-mail, personal letter and memo.

B. Why is Marketing Communication important in the Marketing programme?

Marketing Communication links directly to maximising sales. Marketing Communication considers the target market and chooses the most appropriate type of communication to reach and influence this market.

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

Successful communication with the customer is essential in marketing as communication is directly linked to sales. Students have to interact with customers, solve their problems and encourage them to buy products or use services. This links to the Critical Outcome: identify and solve problems in which responses display that responsible decisions, using critical and creative thinking, have been made. For students to achieve these objectives, they must 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.

If students want to achieve success in marketing, they have to work effectively with others as a member of a team, group, organisation and community. Students also have to organise and manage themselves and their activities responsibly and effectively to respond to the marketing department's needs. Students collect, analyse, organise and critically evaluate information using marketing research so that the organisation knows what appeals to the customer and uses communication that appeals to and motivates the customer to purchase the product or service. Students will need to communicate effectively using visual and language skills in marketing proposal presentations or reports to managers about marketing functions and activities. This would require that they use science and technology effectively and critically, showing responsibility to the environment and the health of others.

The Developmental Outcomes must be incorporated into the learning material so that students can become aware of the importance of these outcomes in conjunction with the Marketing Communication learning material.

D. Factors that contribute to achieving the Marketing Communication Learning Outcomes

The student must possess the following characteristics or attributes to achieve Marketing Communication Learning Outcomes:

- Good communication skills
- Good interpersonal skills
- Good social skills and people-centredness
- Creative flair for design and graphics
- Keen powers of observation
- Ability to make decisions accurately
- Analytic ability

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.

2 SUBJECT LEVEL FOCUS

Use marketing communication strategies to promote sales

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

3.1.1 Theoretical Component

The theoretical component will form 40 percent of internal assessment.

Internal assessment of the theoretical component of Marketing Communication NQF Level 4 will take the form of observation, class questions, group work, (informal group competitions with reward), individual discussions with students, class, topic and semester tests, and internal examinations. Daily observation can be done when marking exercises of 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 and exercises. All practical components must be indicated in a Portfolio of Evidence (PoE).

The practical component will form 60 percent of internal assessment.

Internal assessment of the practical component of Marketing Communication NQF Level 4 will take the form of assignments, practical exercises, case studies, practical examination in a simulated business environment.

Students may complete practical exercises on a daily basis. Assignments and case studies can be done at the end of a topic. A practical examination can form part of the 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, self activity, judging and evaluation)
- B. Exhibitions
- C. Visits undertaken by students 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 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 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. A checklist of the practical work to be submitted in the PoE must be designed to facilitate the assessment of 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 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 each year by means of a paper/s set externally and marked and moderated externally.

Details in respect of external assessment are contained in the *Assessment Guidelines: Marketing Communication* (Level 4).

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. Internal and external marketing stakeholders	5%
2. Dynamics of multicultural communication	5%
3. Ethical considerations in multicultural marketing	10%
4. Personal marketing culture	5%
5. Marketing work ethics	10%
6. Development of marketing proposals	20%
7. Presentation of marketing proposals	10%
8. Development of advanced marketing materials	20%
9. Use and design of electronic communication	15%
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 percent (50) in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Marketing Communication Level 3 the student should have covered the following topics:

- Topic 1: Internal and external marketing stakeholders
- Topic 2: Dynamics of multicultural communication
- Topic 3: Ethical considerations in multicultural marketing
- Topic 4: Personal marketing culture
- Topic 5: Marketing work ethics
- Topic 6: Development of marketing proposals
- Topic 7: Presentation of marketing proposals
- Topic 8: Development of advanced marketing materials
- Topic 9: Use and design of electronic communication.

7.1 Topic 1: Internal and external marketing stakeholders

7.1.1 Subject Outcome 1: Identify internal and external stakeholders.

Learning Outcomes:

- Identify stakeholders that are relevant to organisations.
- List the stakeholders that are relevant to a marketing context.
- Categorise the stakeholders according to internal and external groups dealing with the organisation.
- Differentiate between internal and external stakeholders of a marketing organisation.
- Clarify stakeholder requirements in a marketing organisation.

7.1.2 Subject Outcome 2: Describe stakeholders' relationship with the organisation.

Learning Outcomes:

- Discuss the stakeholders' relationship with the organisation.
- Differentiate the different stakeholder relationships from one another.
- Describe the importance of the stakeholder relationships.
- Discuss the impact stakeholders have on an organisation and in particular a marketing organisation.

7.1.3 Subject Outcome 3: Describe the stakeholders' relationship to each other.

Learning Outcomes:

- Identify the stakeholders' relationship with each other.
- Identify relationships that impact on each other in a marketing organisation.
- Describe the significance and implications of the inter-relationships of the stakeholders of a marketing organisation.
- Identify strategies to improve stakeholder relationship according to organisational relationships.

7.2 Topic 2: Dynamics of multicultural communication

7.2.1 Subject Outcome 1: List the elements of various cultures found in South Africa.

Learning Outcomes:

- Discuss the term culture according to its components.
- List the elements of the various cultures found in South Africa.
- Describe each culture in South Africa.
- Describe the elements of each South African culture according to worldviews, code of ethics, etc.

7.2.2 Subject Outcome 2: Describe how the elements of culture influence marketing.

Learning Outcomes:

- Describe how each South Africa culture relates with another.
- Discuss general elements of culture which would influence marketing.
- Discuss specific elements of each South Africa culture that influences marketing.
- Discuss ways of communicating with members of each culture as marketing customers.

7.2.3 Subject Outcome 3: Explain the concept subculture and how it influences marketing communication.

Learning Outcomes:

- Define the term subculture.
- Interpret the functioning of a culture and subculture.
- Provide examples of the functioning of culture and subcultures in the different South African cultures.
- Discuss the influence subculture has on marketing communication in relation to each South African culture.

7.2.4 Subject Outcome 4: Define the concept prejudice in a marketing context.

Learning Outcomes:

- Define the term prejudice generally and explain its meaning in the marketing context.
- List the differences and similarities between the definitions or explanations of prejudice.
- Explain how prejudice influences marketing.
- Discuss ways of communicating to avoid prejudice in marketing campaigns.

7.2.5 Subject Outcome 5: Explain the concept stereotyping and how it influences marketing.

Learning Outcomes:

- Define the term stereotyping broadly and explain its meaning in a marketing context.
- List the difference and similarities between the explanations of stereotyping.
- Explain how stereotyping impacts on marketing.

7.3 Topic 3: Ethical considerations in multicultural marketing

7.3.1 Subject Outcome 1: Describe cultural heritage of own and other cultural groups.

Learning Outcomes:

- Identify the cultural contributions of your own cultural and ethnic group.
- Discuss the cultural contributions of other cultural and ethnic groups.
- Discuss the impact of the cultural contributions to the current South African society.
- Discuss forms of expressions by referring to own culture and various other cultural and ethnic groups including folk rhymes, literature, art, dance, religion, and clothing.
- Discuss how cultural heritage is influenced by the world's view and key ethical concepts of different cultural groups.

7.3.2 Subject Outcome 2: Demonstrate knowledge and understanding of similarities and differences between various cultural and ethnic groups.

Learning Outcomes:

- Identify the similarities and differences between groups and show how it influences marketing.
- Explain the importance of similarities and differences in culture and show how it influences the development of an advertisement for a particular group.
Range: Refer to the natures of interactions within a culturally diverse society including functional and dysfunctional.
- Establish a marketing approach for the various cultural groups identified.
- Identify examples of diversity in real world situations in the workplace, sector or institution.
- Explain diversity by referring to the particular cultural and ethnic groups involved.
- Relate how the diversity will influence marketing and advertising in an organisation.
- Compare marketing now to the past in relation to the different opportunities and constraints experienced by various ethnic and cultural groups that affected their consumer patterns.
- Identify cross-cultural concerns and the responses including employment, education, sport, access to medical care, housing.
- Deduce how cross-cultural concerns and the responses including employment, education, sport, access to medical care, housing influence advertising and the buying power of consumers.
- Explain whether marketing communication was influenced by cross-cultural concerns, similarities or differences.

7.3.3 Subject Outcome 3: Identify and examine appropriate ways of interacting ethically in multi-cultural contexts.

Learning Outcomes:

- Identify and explain the principles including cross-cultural/racial tolerance, propriety, and acceptance, diversity by referring to their origins and how they might impact on the marketing interaction.
- Identify perceptions that individuals of different racial and cultural groups hold of each other.
- Explain the perceptions by referring to the governing principles of each group and its influence on their buying patterns and response to advertisements.
- Apply customer service skills showing that principles and perceptions of multi-cultural groups have been taken into account.
- Identify appropriate ways of interacting in multi-cultural contexts.
- Identify inappropriate ways of interacting in multi-cultural contexts.
- Perform customer service skills showing the appropriate way of interacting with customers from different backgrounds.
- Discuss positive and negative perceptions towards cultural and racial characteristics of other cultures and races including prejudice, stereotyping and ethnicity and the influence it has on advertising and sales promotions.

7.4 Topic 4: Personal marketing culture

7.4.1 Subject Outcome 1: Identify and define what marketing is.

Learning Outcomes:

- Define what marketing means to you personally.
- Identify all elements of marketing and their meaning for yourself.
- Explain the elements of marketing to a member of your team.
- Know how marketing fits in with other organisation functions by describing it to members of your team.

7.4.2 Subject Outcome 2: Identify marketing principles and concepts.

Learning Outcomes:

- List marketing principles as you understand them.
- Define the components of marketing and its influence on the organisation.
- Demonstrate a commitment to marketing principles by instilling them in the work produced.

7.4.3 Subject Outcome 3: Identify the benefits of instilling in self a marketing culture.

Learning Outcomes:

- List methods of influencing customers and colleagues towards a positive marketing culture.
- Discuss the benefits of instilling in self a marketing culture.
- Describe procedures to ensure company competitiveness by instilling in self the benefits of a marketing culture.
- Discuss methods of ensuring job satisfaction levels of employees by improving the overall business process and its influence on marketing in general and marketing procedure.

7.4.4 Subject Outcome 4: Persuade others of the benefits of a marketing culture.

Learning Outcomes:

- Identify and explain computer orientation as a means of ensuring a marketing culture.
- List ways of ensuring computer orientation is a means of implementing a marketing culture.
- Identify and explain customer service orientation as a means of ensuring a marketing culture.
- List ways of ensuring customer service is a means of implementing a marketing culture.
- Describe procedures for ensuring that interdepartmental objectives are met so that a marketing culture is maintained

7.5 Topic 5: Marketing work ethics

7.5.1 Subject Outcome 1: Meet and adhere to deadlines.

Learning Outcomes:

- Design a timetable to ensure deadlines for final marketing submissions are met.
- Type the designed marketing plan timetable.
- Use the timetable with a checklist to ensure that the marketing plan and activities are completed in agreed time.

7.5.2 Subject Outcome 2: Attend briefings.

Learning Outcomes:

- List resources necessary for attending marketing briefings.
- Show evidence of and attend marketing briefings on agreed time frame.
- Explain survey requirements of attending marketing briefings.
- Describe the requirements include venue, resources, stationery and documents needed to conduct a mock marketing interview.
- Conduct a mock marketing- orientated interview.
- Use listening skills actively to ensure that tasks will be accurately completed without unnecessary follow-up

7.5.3 Subject Outcome 3: Return work to relevant parties.

Learning Outcomes:

- Create a checklist to quality assure own work according to given instructions.
- Complete returned work in the required format.
- Return work within agreed time frames.

7.6 Topic 6: Development of marketing proposals

7.6.1 Subject Outcome 1: Discuss the purpose of a marketing proposal.

Learning Outcomes:

- Explain the concept marketing proposal.
- Identify the need for a marketing proposal in relation to the organisation attaining business.
- List reasons for developing a good marketing proposal.
- List the components of a marketing proposal according to organisation requirements.
- Identify the legal requirements for marketing proposals.
- Interpret the legal requirements for marketing proposals so that proposals are accurately written.
- Discuss the organisational ethics of writing proposals.
- List the organisational ethics of writing proposals that need to be taking into account when writing proposals.

7.6.2 Subject Outcome 2: Design a written marketing proposal that complies with organisational ethics and legal requirements.

Learning Outcomes:

- Create a checklist to ensure all criteria for developing marketing proposals are met.
- Prepare a marketing proposal in accordance with the legal requirements and ethical requirements of marketing proposals.
- Type the marketing proposal so that it is professional in appearance as per business standards.

7.7 Topic 7: Presentation of marketing proposals

7.7.1 Subject Outcome 1: Design a power point presentation to complement a marketing proposal.

Learning Outcomes:

- Design a power point presentation to compliment the written marketing proposal.
- Print the power point presentation.

7.7.2 Subject Outcome 2: Present the marketing proposal taking into account good presentation skills.

Learning Outcomes:

- Create a checklist to ensure that the presentation of the marketing proposal goes smoothly.
- Type a list of visual aids that will be used during the marketing proposal presentation.
- Present the marketing proposal taking into account good presentation skills.
- Use applicable language during the presentation of the marketing proposal.
- Use appropriate non-verbal language and goodwill actions to encourage interaction during the presentation.

7.8 Topic 8: Development of advanced marketing materials

7.8.1 Subject Outcome1: Describe the various formats of written communication in terms of its purpose (messages, memos, reports, fax, business letter).

Learning Outcomes:

- Describe the formats of written communication including messages, memos, reports, fax, and business letter.
- Explain the purpose of each format of written communication.
- Apply grammar – punctuation, spelling, vocabulary, tenses when compiling various formats.

7.8.2 Subject Outcome 2: Explain the importance of using the correct format for written communication.

Learning Outcomes:

- Explain the importance of using the correct format for written communication.
- Provide examples of each format of written communication.

7.8.3 Subject Outcome 3: Select a format for written communication for a particular audience.

Learning Outcomes:

- Select a format for written communication for a customer with a complaint, answering a query, advertising a product or service.
- Explain the choice your have made for the complaint, query and advert.

7.8.4 Subject Outcome 4: Communicate a message in writing, using correct grammar and clearly worded information.

Learning Outcomes:

- Write messages for a complaint query and advert using correct grammar and clear wording.
- Ensure that the format complements the message of the written communication.

7.8.5 Subject Outcome 5: Explain the reasons for forwarding written communication promptly and why copies are kept on file.

Learning Outcomes:

- Discuss the importance of forwarding written communication.
- Explain why copies of letters, etc should be kept on file.

7.8.6 Subject Outcome 6: Describe ways of ensuring that communication is effective (conciseness, proofreading).

Learning Outcomes:

- Describe ways of ensuring communication is effective including conciseness and proof-reading.
- Proofread and edit a letter to a customer from the marketing department.

7.9 Topic 9: Use and design of electronic communication

7.9.1 Subject Outcome1: Use email to answer queries from customers related to the marketing context.

Learning Outcomes:

- Obtain a customer compliant and draft a reply to a marketing customer.
- Email the reply to the customer ensuring that the customer's query is satisfactorily answered.
- Print the email reply to the customer query.
- Print a read receipt for the answered reply.

7.9.2 Subject Outcome 2: Use the internet to source information needed in a marketing campaign.

Learning Outcomes:

- Use the internet, showing the addresses, method and search engine used to source information needed for a marketing campaign.
- Print the sourced internet information.
- Describe how the sourced internet information will be used in the marketing campaign.

7.9.3 Subject Outcome 3: Design a marketing proposal on computer.

Learning Outcomes:

- Create a marketing proposal using Power point.
- Edit and format the marketing proposal using Power point

7.9.4 Subject Outcome 4: Design marketing pamphlets.

Learning Outcome:

- Retrieve designed pamphlet from earlier outcome or create a new pamphlet on computer include the **AIDA** principles and all requirements of a pamphlet.

7.9.5 Subject Outcome 5: Design and develop a press release for television and radio.

Learning Outcomes:

- Design a checklist to ascertain whether you have correctly designed or created a television press release, newspaper release and radio release.
- Type or create the press release for television taking into account the requirements for a television press release.
- Type or create the newspaper release according to requirements for a newspaper release.
- Type or create the radio release according to radio release requirements.

7.9.6 Subject Outcome 6: Use a database system to access information needed in a marketing launch.

Learning Outcomes:

- Log onto a database system according to organisational procedures.
- Find a record according to criteria given.
- Print a copy of the data found according to organisation policy and procedures.
- Sort and select data according to provided data.
- Print sorted and selected data according to organisation policy and procedures in report form.
- Modify a report according to organisation procedure including access codes, etc.
- Group data in a report according to given criteria.
- Print report.

8 RESOURCE NEEDS FOR THE TEACHING OF MARKETING COMMUNICATION - LEVEL 4

8.1 Physical resources:

- **Structured Marketing environment**
 - Completely equipped with all necessary material, devices and equipment that represent the practical environment as found in the marketing sector, so that students can have hands-on training and can 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

- A lecturer with
 - 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 Outcomes Based Education (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