



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

MARKETING COMMUNICATION

NQF LEVEL 2

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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:

- 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

MARKETING COMMUNICATION – 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

The student is able to describe the role of marketing communication in marketing.

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 Communication 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 Communication 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”**

For the purposes of assessment, “Structured Environment” refers to a simulated workplace or workshop environment. It is advised that a practicum room be 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 Communication (Level 2)*.

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. The Communication Model	15
2. Marketing Communication Concepts	15
3. Communication Techniques when Interacting with Customers	25
4. Role and History of Marketing Communication	15
5. Development of Marketing Materials	30
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 Communication Level 2, the student should have covered the following topics:

Topic 1: The Communication Model

Topic 2: Marketing Communication Concepts

Topic 3: Communication Techniques when Interacting with Customers

Topic 4: Role and History of Marketing Communication

Topic 5: Development of Marketing Materials

7.1 Topic 1: The Communication Model

Subject Outcome 1: List the elements of a basic communication model.

Range: Source, encoding, message, medium, decoding, audience, feedback and noise

Learning Outcomes:

The student should be able to:

- List the elements of a basic communication model.

- Illustrate the communication model diagrammatically.
- Discuss the elements of a basic communication model including how they function to promote successful communication.
- Give examples of the elements of the communication model.
- Identify factors that influence the communication model.
- Discuss how the factors influence the communication model using examples.

Subject Outcome 2: Explain how the communication model works.

Learning Outcomes:

The student should be able to:

- Demonstrate the functioning of the communication model to show successful communication.
- Identify successful communication elements with examples.
- Discuss possible communication barriers.
- Give examples of barriers that hinder successful communication.
- Discuss ways of ensuring successful communication when communicating with customers.

Subject Outcome 3: Describe non-verbal communication.

Learning Outcomes:

The student should be able to:

- Differentiate between verbal communication and non-verbal communication.
- List examples of verbal and non-verbal communication.
- Match non-verbal language to verbal communication.
- Identify factors influencing non-verbal communication.
- Discuss the factors influencing non-verbal communication with examples.
- Explain how non-verbal communication influences the communication process.
- Discuss, with examples, the consequences of verbal and non-verbal communication not corresponding.

7.2 Topic 2: Marketing Communication Concepts

Subject Outcome 1: Explain marketing concepts related to the marketing context.

Learning Outcomes:

The student should be able to:

- Identify marketing communication concepts related to marketing.
- Explain marketing communication concepts.
- Describe how marketing concepts are related to each other.

Subject Outcome 2: Explain the elements of marketing communications.

Learning Outcomes:

The student should be able to:

- Identify elements of the marketing communication process.
- Explain the marketing communication process with examples.
- Define the concept marketing communication mix.
- Discuss the marketing communication mix according to its use.

Subject Outcome 3: Identify marketing ideas with examples.

Learning Outcomes:

The student should be able to:

- Explain how marketing communication generates marketing ideas.
- Generate marketing ideas to sell products or services.
- Discuss methods of generating marketing ideas that are creative, inventive and plausible.

7.3 Topic 3: Communication Techniques when Interacting with Customers

Subject Outcome 1: List communication techniques used to promote successful communication with customers.

Learning Outcomes:

The student should be able to:

- Identify communication techniques used to promote successful communication with customers.
- Discuss the communication techniques used to promote successful communication with customers including internal and external communication channels.
- Provide examples of techniques that promote successful communication.
- Describe, with examples, how communication techniques could be used.
- Retrieve organisational requirements pertaining to customer service in a marketing organisation.
- Identify and discuss oral communication techniques that influence customer service according to marketing communications requirements.
- Describe marketing communication's link to customer service.
- Compile a checklist that shows oral customer service standards that comply with marketing communication customer service tools so that effective communication occurs.
- Identify and discuss written communication techniques or guidelines that influence customer service according to organisational requirements so that effective communication occurs between the organisation and the customer.

Subject Outcome 2: Use written communication techniques to promote and maintain quality and customer service standards according to organisational requirements.

Learning Outcomes:

The student should be able to:

- Discuss procedures to maintain quality and customer service standards.
- Identify organisational policies and practices on how to communicate with customers including answering queries, handling complaints, giving product or service information, etc.
- Use customer service techniques to deal with customers and handle queries, complaints, etc. using organisational policies and practices in a simulated environment.
- Identify organisational policies and practices on how to communicate in writing with customers including answering written queries, complaints, etc.
- Compile a checklist to ensure that all necessary organisational practices and policies are included in written organisational responses to customers.
- Draft or compile written communication using customer service techniques to deal with customers and handle queries, complaints etc. Draft letters for different contexts such as answering queries, responding to letters of complaints, etc.

7.4 Topic 4: Role and History of Marketing Communication

Subject Outcome 1: Define and explain marketing communications and its characteristics and objectives.

Learning Outcomes:

The student should be able to:

- Define and explain the concept marketing communication in relation to requirements of marketing dynamics.
- List marketing communications characteristics and include how they influence the marketing environment.
- Discuss marketing communications objectives and how they contribute to the success of a marketing campaign.

Subject Outcome 2: Explain how marketing communications works and how it is classified.

Learning Outcomes:

The student should be able to:

- Identify issues that relate to marketing communications.
- Discuss the issues that relate to marketing communications so that marketing communication applies to the marketing structure.
- Identify and discuss factors that relate to and influence marketing communications.

Subject Outcome 3: Define and explain persuasive communication.

Range: Inform, persuade and remind

Learning Outcomes:

The student should be able to:

- Define the concept persuasive communication in relation to its role in marketing communication.
- Explain the concept persuasive communication in relation to marketing.
- Discuss the careful planning of the persuasive communication message including content, structure, layout and medium.
- List and explain the principles of persuasive marketing communication.
- Emphasise the role of persuasive communications in marketing communication.
- Discuss how persuasive marketing communications contributes to the sales, profitability and market share of a company.

Subject Outcome 4: Identify and explain the role of marketing communications in the marketing process.

Range: Promoting image; providing information; creating, increasing and establishing demand; differentiating product features and benefits; providing competitive differentiate, lead generation and customer retention and loyalty and motivating staff

Learning Outcomes:

The student should be able to:

- Explain the history of marketing communications.
- Identify and explain the role of marketing communications in the marketing process
- List the factors which influence the role of marketing communications in the marketing process.
- Identify the role of marketing communications in contributing to profitability, sales and market share.
- Name the factors influencing the role of marketing communications in contributing to profitability, sales and market share.
- Identify functions of the marketing communications industry.

Subject Outcome 5: Explain the history and functions of the South African marketing industry.

Learning Outcomes:

The student should be able to:

- Explain the functions of the South African marketing industry.
- Describe the structure of the South African marketing industry.
- Explain the involvement of the South African marketing industry in various industry bodies.
- Differentiate between the different types of marketing communications.
- Identify target audiences for each marketing communications category.
- Clarify job roles and levels in marketing communications so that the competence, knowledge and skills that are critical to marketing communications functions are established.

7.5 Topic 5: Development of Marketing Materials

Subject Outcome 1: Explain the purpose of communication in persuasive advertising.

Learning Outcomes:

The student should be able to:

- Explain the concept persuasive advertising.
- Discuss the purpose of an advertisement in marketing.
- Discuss the purpose of communication in relation to persuasive advertising and marketing.
- Describe the types of communication used in advertising with examples.

Subject Outcome 2: Explain the AIDA principle in relation to designing short advertisements.

Learning Outcomes:

The student should be able to:

- Describe the AIDA principle.
- Explain how the AIDA principle is used when designing a short advertisement.
- Explain the importance of the AIDA principle in marketing.
- Identify the requirements of a good advertisement to ensure compliance with the AIDA principle.

Subject Outcome 3: Describe how understanding a potential customer's psychological needs assists in the design of an advertisement.

Learning Outcomes:

The student should be able to:

- List methods of identifying potential customer product or service needs.
- Give reasons why it is important for the marketing department to identify customer needs.
- List the possible psychological needs customers could have.
- Explain why psychological needs must be considered when drafting or designing advertisements.
- Explain how customer needs influence the design of advertisements.

Subject Outcome 4: Design marketing material to advertise a product or service.

Range: Copywriting, visualising, layout and the AIDA principle

Learning Outcomes:

The student should be able to:

- Design an advertisement (pamphlet or flyer) to market a product or service that takes into account layout, the AIDA principle, copywriting principles, colour and customer appeal.

8 RESOURCE NEEDS FOR THE TEACHING OF MARKETING COMMUNICATION 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