

**TO: Chief Executive Officers, Tertiary Education Organisations
NZQA Liaison Officers**

**ATTENTION: NZDipBus Programme Managers
Heads of Business and related departments
Lecturers of NZDipBus papers**

2007 Review of NZDipBus Marketing Prescriptions

Feedback is requested on the attached draft prescriptions

- *544 (244) Buyer Behaviour and Communications Strategies*
- *642 (242) Marketing Research*

by 19 June 2007

Purpose

This tertiary circular is intended to:

- inform Tertiary Education Organisations of the review of prescriptions *544 (244) Buyer Behaviour and Communications Strategies* and *642 (242) Marketing Research*
- provide a copy of the two reviewed drafts.
- request feedback on the two drafts by 19 June 2007.

Background

The New Zealand Diploma in Business (NZDipBus) is a nationally recognised qualification that allows students to gain a broad range of general business skills and knowledge. It leads to careers in a range of areas including accountancy, banking, management, marketing and tourism.

The New Zealand Qualifications Authority (NZQA) has placed the NZDipBus qualification on the *New Zealand Register of Quality Assured Qualifications* (the Register) (see circular T2007/002).

As part of the registration process, a number of prescriptions were reviewed during 2005 and 2006. This process is continuing this year.

Review

On 11 and 12 April 2007, three provider representatives met with NZQA staff to review the above prescription. The representatives were:

Name	TEO
William Toh	UUNZ Institute of Business
Deniss Young	Waikato Institute of Technology
Susan Warring	Whitireia Community Polytechnic

At the end of this two-day period, draft prescriptions and their rationales were finalised.

The rationale documents are included as Appendix I and the draft prescriptions as Appendix II.

Feedback

Please provide feedback on the draft prescriptions by **19 June 2007** using the forms provided in Appendix III. As the review team is meet again on 27 and 28 June 2007 to consider this feedback, late feedback cannot be considered.

Assessment

The key elements within a prescription are used to define what the student evidence must include to show that the learning outcome has been achieved. Most often the learning outcome will contain the action required by the student, for example:

Learning outcome two
Students will use methods of correlation and regression to analyse a given data set, and interpret the results.

Key Elements

- a) Scatter plot.
- b) Correlation coefficient:
 - value:
 - interpretation.

In some instances, how the evidence is to be presented is flexible and left to the assessment designer. Key elements must be addressed in relation to the learning outcome.

The prescription level (based on the Register criteria) defines the complexity of learning and is categorised as the capability, learning demand and amount of responsibility that could be expected from the student. Level descriptors are available at <http://www.kiwiquals.govt.nz/about/levels/leveldescriptors.html>

Contact details

Please send all feedback on the forms provided in Appendix III and any enquiries to:

D Suzi Grindell
Snr Operations Officer
Tertiary Assessment and Moderation
Qualifications Development and Tertiary Moderation
NZQA
PO Box 160
WELLINGTON

Phone: 04 463 3049
Fax: 04 463 3114
Email: suzi.grindell@nzqa.govt.nz

Circulars are available from the NZQA website at
<http://www.nzqa.govt.nz/publications/circulars/tertiary.do>

Linda Glogau
Manager
Qualifications Development and Tertiary Moderation

Appendix I – Rationales

Draft 544 Buyer Behaviour and Implications on Communication Strategies prescription

1 Aim

The review team amended the aim to reflect the title: Students will understand buyer behaviour and develop appropriate marketing communication strategies to reach specific markets.

2 Prerequisites

Recommended *541 Fundamentals in Marketing* and *560 Business Communication*. It may be helpful if students are concurrently studying or have already achieved credit for *642 Marketing Research* as an understanding of buyer behaviour is based on research.

3 Weightings

The weightings of the learning outcomes in the new prescription are consistent with those of the previous prescription version.

4 Assessment notes

Assessment notes were included to further clarify the requirements of the prescription.

Learning outcome one – 20%

This learning outcome retains the intent of the previous version. Minor changes were made to translate into the new prescription format.

Learning outcome two – 25%

This learning outcome allows students to understand how positioning strategies are developed to a specific target market.

Assessment criterion 2.2 of the previous version: the word ‘strategically’ was removed to reflect level five of the new prescription.

Learning outcome three – 55%

This learning outcome remains the same as in the previous prescription version.

Key elements:

- Assessment criterion 3.1 of the previous prescription version was removed as it is now assessed in *560 Business Communication*.
- Assessment criteria 3.2 – 3.8 of the previous prescription version are now assessed in the key elements of learning outcome three of the new prescription.

Draft 642 Marketing Research prescription

1 Aim

The review team agreed with the aim of the previous prescription version.

2 Weightings

The review team agreed with the weightings for learning outcomes one and two in the previous prescription version and made no changes. The weighting for learning outcome three was changed to reflect the inclusion of 'conducting marketing research'.

3 Assessment notes

Assessment notes were included to further clarify the requirements of the prescription.

Learning outcome one

Learning outcome two of the previous prescription version is now assessed in learning outcome one of the new prescription. Learning outcome one from the previous prescription was omitted. The review team considers that students will be able to explain the role and applications of marketing research by completing a marketing research proposal, conducting, analysing and reporting the results.

Assessment criteria 1.1 – 1.3 of the previous prescription version are now assessed in learning outcomes two and three of the new prescription.

Assessment criterion 1.4 of the previous prescription version is now assessed in learning outcome one of the new prescription.

Learning outcome two

Learning outcome three of the previous prescription version is now assessed in learning outcome two of the new prescription.

Assessment criteria 3.1 – 3.8 of the previous prescription version are now assessed in the key elements of learning outcome two of the new prescription.

Learning outcome three

Learning outcome four of the previous prescription version is now assessed in learning outcome three of the new prescription.

Statistical analysis of the data is now assessed in key element a) of this learning outcome.

Appendix II – Draft prescriptions

PRESCRIPTION: 544 BUYER BEHAVIOUR AND IMPLICATIONS ON COMMUNICATIONS STRATEGIES

This prescription replaces prescription 244 *Buyer Behaviour and Communication Strategies*.

LEVEL	5
CREDIT	20
VERSION	1
INTRODUCED	2007
AIM	Students will understand buyer behaviour and develop appropriate marketing communication strategies to reach specific markets.
PREREQUISITES	Recommended 541 <i>Fundamentals in Marketing</i> and 560 <i>Business Communication</i> . It may be helpful if students are concurrently studying or have already achieved credit for 642 <i>Marketing Research</i> .

ASSESSMENT WEIGHTINGS

Learning outcomes	Assessment weighting %
1. Students will examine influences on, and implications of, the buying decision process on marketing strategies for consumer and business markets.	20
2. Students will select and justify target market(s), and apply positioning strategy to chosen market(s).	25
3. Students will develop appropriate communication strategies to achieve the desired market position.	55
TOTAL	100

All learning outcomes must be evidenced; a 10% aggregate variance is allowed.

ASSESSMENT NOTES

1. Specific markets may include mass markets.
2. It is recommended that assessors keep the marketing research notes simple.
3. In-depth assessment of the marketing mix is not needed in learning outcome two. The requirement is for sufficient detail to illustrate how the marketing mix can be integrated to achieve or maintain the desired positioning.

LEARNING OUTCOME ONE

Students will examine influences on, and implications of, the buying decision process on marketing strategies for consumer and organisational markets.

Key elements

- a) Buyer decision making process:
 - consumer markets
 - organisational markets
 - level of involvement:
 - habitual
 - limited
 - extended.

- b) Influences:
 - at least three internal influences
 - at least three external influences.

LEARNING OUTCOME TWO

Students will select and justify target market(s) and apply positioning strategies to chosen market(s). These strategies are aligned with organisational objectives.

Key elements

- a) Apply appropriate bases of segmentation.

- b) Benefits and limitations of segmentation.

- c) Profile chosen target market(s).

- d) Positioning strategy:
 - broad marketing mix
 - perceptual maps.

LEARNING OUTCOME THREE

Students will develop appropriate communication strategies to achieve the desired market position.

Key elements

- a) Measurable communications objectives aligned with organisational objectives.

- b) Evaluate communication options, at least three out of:
 - print
 - electronic
 - public relations
 - sales promotion
 - personal selling

- word of mouth
 - other.
- c) Recommend and justify media.
- d) Statement of intended message.
- e) Develop product related communication eg the company brand or logo.
- f) Cost analysis of chosen communication options and product related communication.
- g) Integrated marketing communication schedule:
- itemised budget.

PRESCRIPTION: 642 MARKETING RESEARCH

This prescription replaces prescription *242 Marketing Research*.

LEVEL	6
CREDIT	20
VERSION	1
INTRODUCED	2007
AIM	Students will apply knowledge and conduct marketing research to develop and assess marketing strategies.
PREREQUISITES	<i>560 Business Communications, 430 Quantitative Business Methods, 541 Fundamentals of Marketing.</i>

ASSESSMENT WEIGHTINGS

Learning outcomes	Assessment weighting %
1. Students will evaluate legal, ethical, cultural and industry considerations for marketing research.	15
2. Students will prepare a marketing research proposal.	50
3. Students will conduct research, collate, analyse, interpret and report the results of marketing research, and make recommendations.	35
TOTAL	100

All learning outcomes must be evidenced; a 10% aggregate variance is allowed.

ASSESSMENT NOTES

1. It is important to include latest technologies in marketing research.
2. Learning outcome two: Students should justify the sampling size they would select if a real-world research would be conducted. However, for the purpose of the student project, a minimum sampling size of 30 and a pretest of five people are required.
3. Learning outcome three: Students are expected to use a statistical software package.

LEARNING OUTCOME ONE

Students will evaluate legal, ethical, cultural and industry considerations for marketing research.

Key elements

- a) Current New Zealand Privacy Act.
- b) Marketing Research Society of New Zealand (MRSNZ) Code of Practice.
- c) Marketing research industry in New Zealand.

LEARNING OUTCOME TWO

Students will prepare a marketing research proposal.

Key elements

- a) Marketing research objective.
- b) Information sources:
 - primary
 - secondary.
- c) Research approaches:
 - quantitative and qualitative.
- d) Contact methods, at least one of the following:
 - personal
 - observation
 - experimental.
- e) Sampling:
 - probability sampling
 - non-probability sampling.
- f) Project cost and timeline.
- g) Sampling and non-sampling errors and strategies to minimize them.
- h) Design, pretest and revise a research instrument:
 - nominal, ordinal, interval and ratio scales.

LEARNING OUTCOME THREE

Students will conduct research, collate, analyse and interpret data. Students will report the results of marketing research and make recommendations.

Key elements

- a) Statistical analysis, at least five of:
 - mode
 - median
 - mean
 - frequency
 - percentile
 - standard deviation
 - cross tabulation
 - means of quantitatively analysing qualitative data.

- b) Formal report.

5. After considering learning outcome three and the supplied rationale, is there anything further we should consider including or removing?

If yes, please list.

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-
-

Please return form to:

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Snr Operations Officer
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