

Cambridge TECHNICALS LEVEL 3

BUSINESS

Unit 5 – Marketing and market research

DELIVERY GUIDE

Version 2

Cambridge
TECHNICALS
2016

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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



English



Maths



Work

Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for this unit.

Assessment guidance can be found within the Unit document available from <http://www.ocr.org.uk/qualifications/cambridge-technical-business-level-3-certificate-extended-certificate-foundation-diploma-diploma-05834-05837-2016-suite/>.

The latest version of this Delivery Guide can be downloaded from the OCR website.

UNIT AIM

Marketing is the function that makes sure a business sells the right products, at the right price, in the right place, using the most suitable promotion methods. Successful marketing is essential if a business is to survive in a very competitive business world.

The unit has particular emphasis on the role of market research and how it contributes to marketing decision-making and the actions a business may take. Market research is the process by which organisations obtain the information they require. You will gain an in-depth understanding of primary and secondary market research methods used to inform marketing decision-making and any constraints on marketing activities. You will develop an understanding of the importance of selecting appropriate market research methods for market research proposals and you will be able to carry out market research, analyse the market research findings and present the findings.

You can build on your skills by studying the other Marketing units in this qualification.

Unit 5 Marketing and market research

LO1	Understand the role of marketing in businesses
LO2	Know the constraints on marketing
LO3	Be able to carry out market research for business opportunities
LO4	Be able to validate and present market research findings

To find out more about this qualification please go to: <http://www.ocr.org.uk/qualifications/cambridge-technical-business-level-3-certificate-extended-certificate-foundation-diploma-diploma-05834-05837-2016-suite>

Cambridge
TECHNICALS
2016

2016 Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Business units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 4)	Title of suggested activity	Other units/LOs	
LO2	Understanding the significance of constraints on marketing	Unit 1 The business environment	LO6 Understand the external influences and constraints on businesses and how businesses could respond
LO3	Features and uses of sampling techniques	Unit 5 Marketing and market research	LO4 Be able to validate and present market research findings
	The choice and sequence of questions used in market research	Unit 5 Marketing and market research	LO4 Be able to validate and present market research findings

KEY TERMS

UNIT 5 – MARKETING AND MARKET RESEARCH

Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
Market	A place where buyers and sellers interact – this can be a physical location e.g. a shop or it can be a virtual location e.g. online. The forces of demand and supply will determine the price within a market. For example, eBay is an online marketplace where buyers and sellers interact.
Marketing	The processes of identifying and satisfying customer needs then promoting and selling these products and services to the target customers. For example, a car manufacturer will research what customers want/need from a vehicle whether it be to carry a large number of people, to be environmentally friendly or to be easy to park and then design a vehicle to meet these needs. Once this process is complete they will promote this to create customer awareness prior to the launch.
Marketing objectives	These are the goals set by a business to be achieved via marketing activities. For example to increase market share by 5% within the next 12 months. If the marketing function achieves these objectives then it will help the business to achieve their overall corporate objectives.
Marketing analysis	The process of analysing and evaluating the characteristics of a market to inform decision-making. For example, is the market growing or how many competitors already exist? Market mapping is one method of performing this.
Marketing strategy	The plan devised by a business to detail how they intend to meet their marketing objectives.
Marketing mix	A business tool which is also known as the '4 P's' (product, price, place, promotion). It considers how a business should combine these to create a successful and profitable mix.
Marketing function	The department or function within a business which is responsible for carrying out marketing activities with the aim of selling products and services. Employees within the marketing function should liaise with other functions, such as finance and production, to ensure that marketing decisions are achievable. For example, if a 2 for 1 offer is going to be used to promote a new product then the production function should be informed to ensure that sufficient numbers of products are available for customers.
Market structure	This relates to the characteristics of a specific market. These characteristics include: the number of buyers and sellers in the market, the type of product or service e.g. whether there are identical products available for consumers to choose, and whether there are barriers to entry such as high start-up costs. For example, the market for domestic broadband has many buyers (households) but a limited number of suppliers which reduces the choice for consumers.
Market growth	The actual increase or the forecast increase in the size of market overtime. This can be calculated in terms of the value of sales or the number of customers. To calculate market growth you will need the figures for market size for two successive time periods. Using the formula: $\frac{(\text{Period 2} - \text{Period 1})}{\text{Period 1}} \times 100$ the percentage rate of market growth can be calculated.
Market segmentation	This is the process of dividing a market into smaller groups or sections where each consumer has similar characteristics and needs. For example, the clothing market may be segmented by gender, age and income. The holiday market may be segmented by age, family size and income.
Constraints on marketing	These are factors which influence the marketing decisions made by a business. For example, financial constraints such as a small advertising budget may mean that TV advertising is not viable as a method of promotion.
Market research	The process of gathering and interpreting information to inform decision-making. For example, a sixth form college wanting to better meet the needs of students may carry out research to identify whether students are happy with the courses currently on offer or whether additional subject choices should be introduced.
Sample	Researchers cannot ask all potential customers in a market for their opinion, therefore they select a sample of customers that are representative of the whole group.

Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
Probability sampling techniques	Where everyone has an equal chance of being chosen to be part of a sample. The techniques available include random, stratified, cluster and systematic sampling.
Non-probability sampling	Where some individuals are more likely to be chosen as part of a sample than others. The techniques available include quota, convenience and judgement sampling.
Qualitative research	This is research which aims to discover opinions and attitudes. It often asks open-ended questions such as ' <i>why?</i> ' or ' <i>how?</i> ' The sample tends to be smaller than for quantitative research as the research is often carried out via focus groups or one-to-one interviews. For example, a business wanting to introduce a new flavour of fruit juice might invite a group of consumers to try the new product and discuss their views e.g. How does it compare with the fruit juice which they currently buy?
Quantitative research	This is a more structured method of data collection which is based on a larger sample than qualitative research. For example, a questionnaire where each participant is given a choice of answers to each question. This restricts the opportunity to give individual opinions. The results provide numerical data which can then be analysed e.g. 64% of customers would be willing to pay £x.
Reliability	Reliability considers the quality of the data collected via market research. It refers to market research findings that are consistent i.e. if the research were carried out again, the findings would be the same. However, reliability can only be estimated unless the research is carried out for a second time.
Validity	Valid market research findings are those where the research has measured what it set out to do and where the results accurately represent the whole population or market.
Statistical analysis – mean, median, mode, range	Mean – is the average value of a set of data. Mode – is the value that is repeated most often in a set of data. Median – is the middle value in an ordered set of data. Range – is the difference between the highest and lowest value of a set of data.

MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
Confusing the definitions of market share and market growth	By considering definitions of the two terms and looking at how they interrelate in the Boston Matrix, with use of product examples.	Boston matrix and product portfolios Tutor2u http://beta.tutor2u.net/business/reference/boston-matrix-and-product-portfolios An overview of the Boston Matrix and its use.
Confusing the definitions of market share and market size.	By considering definitions of the two terms with reference to examples of a business, such as Kellogg's. By looking at the overall market size for breakfast cereal and comparing this to the market share which Kellogg's have, learners should identify the difference between the two terms.	UK breakfast cereals market dominated by Kellogg's and Weetabix Companiesandmarkets.com http://www.companiesandmarkets.com/News/Food-and-Drink/UK-breakfast-cereals-market-dominated-by-Kelloggs-and-Weetabix/NI6602 Overview of the UK breakfast cereal market with market shares listed from 2012. Breakfasts featuring cereal inch up as value sales fall The Grocer http://www.thegrocer.co.uk/reports/digital-features/breakfast-report-2015/breakfasts-featuring-cereal-inch-up-as-value-sales-fall/523625.article Overview of the cereal market in the UK with figures relating to sales of the major brands.

MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome

What is the misconception?	How can this be overcome?	Resources which could help
<p>Market research is unnecessary for businesses with high sales and high profits.</p>	<p>Considering how markets change and how customer needs and wants change will help learners to focus on why market research is a useful business tool.</p>	<p>Benefits of market research Bplans http://articles.bplans.com/the-benefit-of-market-research/ Advice to businesses regarding the benefits of undertaking market research.</p> <p>How to profit from market research Inc.com http://www.inc.com/guides/sales/profitable-market-research.html An overview of the forms that market research can take plus how a business can benefit from doing this.</p>
<p>A large sample size will always result in more accurate results than a small sample size.</p>	<p>Comparing the uses of qualitative and quantitative research should encourage learners to consider whether there are situations where a small sample size will result in more detailed and therefore more accurate/useful information being collected.</p>	<p>Why bigger isn't always better ScotCen Social Research http://www.scotcen.org.uk/blog/why-bigger-isn%E2%80%99t-always-better This article considers the significance of sample size with regard to opinion polls.</p>

SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	Understand the role of marketing in businesses		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Introduction to the marketing function	<p>Individually or in pairs, learners could be tasked to research terms within 1.1 of the teaching content.</p> <p>Once this information has been gathered this could be disseminated to the rest of the group – a speed dating exercise or short presentations could be used for this purpose.</p> <p>Resources: http://businesscasestudies.co.uk/red-bull/engaging-consumers-through-word-of-mouth-marketing/the-role-of-the-marketing-function.html#axzz3kldyempS Business case studies The role of the marketing function – a Red Bull case study.</p> <p>http://www.marketingteacher.com/marketing-mix/Marketingteacher.com An introduction to the marketing mix</p>	2 hours	
Market segmentation	<p>Once learners are familiar with the theory of market segmentation within the teaching content, tutors could show learners a range of advertisements e.g. 'Coca-Cola meets James Bond' and 'Sheila's Wheels Butch'. Learners can then discuss, either as a whole class or in smaller groups, who they believe the advertisements are aimed at, how each market is segmented and why these segments have been targeted.</p> <p>http://www.businessdictionary.com/definition/market-segmentation.html BusinessDictionary.com Describes the different ways in which to segment markets.</p> <p>http://segments.sportengland.org/index.aspx Sports England This article discusses how the sports market is segmented.</p> <p>http://www.thegrocer.co.uk/companies/n-sainsburys-customer-segmentation-work-has-allowed-it-to-s/72847.article The Grocer Describes the customer segments which Sainsbury's have identified amongst their shoppers.</p>	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>How businesses use market analysis</p>	<p>Tutors could check that learners understand the concept of market analysis from the teaching content of 1.1 before moving on to consider how businesses use market analysis. This could be achieved via a Q&A session.</p> <p>Tutors could bring in to the classroom a range of products and items/pictures depicting a range of services. In groups or in pairs learners could choose one of the items. For this chosen item they could then discuss and research (if appropriate) factors such as :</p> <ul style="list-style-type: none"> • What they think the structure of the market for that product/service would be e.g. number of firms, market share, market size • Whether they think that the market is growing or shrinking and why • Who the competitors are for this product/service • How the market for this product/service is segmented • If they were employed by this business what recommendations would they make regarding new opportunities e.g. introducing new flavours, opening in new areas, targeting a new customer group etc. based on this market analysis? • Similarly, if they were employed by this business, what do they think are the potential threats to the future success of their product/service? <p>http://beta.tutor2u.net/business/reference/understanding-markets-revision-video Tutor2u A webinar which explains the concepts of market size, market growth and market share.</p> <p>http://www.netmba.com/marketing/market/analysis/ NetMBA Explains key factors in market analysis.</p> <p>http://pestleanalysis.com/steep-and-steeple-analysis/ Pestleanalysis.com The use of STEEPLE analysis to analyse the market.</p>	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Ways of measuring the effectiveness of marketing	<p>Learners could be divided into groups – each could consider one specific business with which they are familiar.</p> <p>Each group could be asked to discuss how they would judge the success of any marketing activities undertaken by a specific business with which they are familiar, if they were employed by that business. Tutors could monitor each group's progress and direct them towards the measures listed in 1.3 of the teaching content i.e. sales, income and awareness, if necessary.</p> <p>Each group could present their ideas followed by a tutor led discussion to decide whether one of the suggested methods to judge success is deemed 'the best' by learners or whether a combination of methods would be advisable. This could also be extended to consider whether there are factors which mean that 'it depends' e.g. based on the size of the business, the type of business or who their customers are (B2B versus B2C), the form of marketing activity used etc.</p> <p>https://engagor.com/blog/4-key-metrics-to-measure-the-success-of-a-marketing-campaign/ Engagor Four methods of measuring the success of a marketing campaign are summarised.</p> <p>http://www.docurated.com/all-things-productivity/whats-your-1-way-to-measure-marketing-effectiveness Docurated Suggested ways of measuring the effectiveness of marketing campaigns.</p> <p>http://www.dma.org.uk/article/move-over-open-rate-why-you-should-be-measuring-loyalty-value-engagement-instead Direct Marketing Association Measuring the effectiveness of email marketing activities. (Learners should be aware that advances in technology open up new marketing methods – this article considers one such method).</p>	1 hour	

SUGGESTED ACTIVITIES

LO No:	2		
LO Title:	Know the constraints on marketing		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Understanding the significance of constraints on marketing</p> <p>See Lesson Element Understanding the significance of constraints on marketing</p> 	<p>Activity 1 - Groups of learners could be provided with cards giving them a brief to research and then produce a short presentation to summarise their findings.</p> <p>Activity 2 - Individually learners could decide which constraint they believe to be the most significant and then justify their answer.</p> <p>Resources:</p> <p>http://beta.tutor2u.net/business/reference/marketing-budget Tutor2u This article from Tutor2u explains the marketing budget and how this set.</p> <p>https://www.asa.org.uk/Rulings.aspx This is the Advertising Standards Authority website which explains what they do and provides examples of complaints which they have investigated.</p> <p>https://www.gov.uk/marketing-advertising-law/regulations-that-affect-advertising UK Government This is a UK government website which explains the legislation influencing marketing and advertising decisions.</p> <p>http://toolkit.smallbiz.nsw.gov.au/part/21/104/477 SmallBizConnect This gives a basic overview of the types of cultural constraints which a business might face.</p> <p>http://consumers.ofcom.org.uk/tv-radio/ Office of Communications Explains the role of Ofcom in relation to TV and radio advertising.</p> <p>OCR Business for A level – 26 Jun 2015 by Andy Mottorshead, Judith Kelt, Alex Grant Hodder Education Chapter 58: 'External influences on marketing.'</p>	<p>2 hours</p> <p>20 minutes</p>	<p>Unit 1, LO6</p>

Title of suggested activity	Suggested activities	Suggested timings	Also related to
	<p>http://www.which.co.uk/consumer-rights/regulation/sale-of-goods-act Which? Summary of the Sale of Goods Act (1979).</p> <p>https://www.cap.org.uk/Advertising-Codes.aspx Committee of Advertising Practice Ltd Summarises the UK Advertising Codes.</p> <p>http://www.ehow.com/info_8295420_constraint-marketing.html eHow What is a constraint in marketing?</p> <p>http://www.dummies.com/how-to/content/set-a-marketing-budget-to-fit-your-small-business-html For dummies An explanation of how small businesses can set an appropriate marketing budget.</p> <p>http://bizfinance.about.com/od/cashflowanalysis/g/Cash_Flow.htm About.com Describes what cash flow is and why it is important to a business.</p> <p>https://ico.org.uk/for-organisations/marketing/ Information Commissioners Office (ICO) Constraints on direct marketing.</p> <p>http://www.which.co.uk/consumer-rights/regulation/data-protection-act#link-5 Which? Summarises consumer rights in relation to the Data Protection Act (1998).</p> <p>http://www.which.co.uk/campaigns/nuisance-calls-and-texts/know-the-issue/ Which? Issues relating to calling and texting potential customers.</p> <p>http://www.which.co.uk/documents/pdf/nuisance-calls-task-force-recommendations-388317.pdf Which? Recommendations as to how to solve the problem of nuisance calls and texts.</p> <p>http://www.tradingstandardsecrime.org.uk/mass-marketing-fraud/ Trading Standards Describes the issue of mass marketing fraud.</p>		

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Analysing compliance with marketing regulations and guidance</p> <p>See Lesson Element Understanding the significance of constraints on marketing</p>	<p>Learners could be provided with access to a range of examples of marketing communications such as leaflets, TV advertisements, radio advertisements etc. Their task is to analyse for each example:</p> <ul style="list-style-type: none"> • How legislation is being complied with • How ASA guidelines are being complied with • Whether cultural issues have been considered • Whether ethical issues have been considered. <p>Learners could then reach a conclusion - if a complaint was received, on what grounds would they uphold the complaint or reject it?</p> <p>https://www.youtube.com/watch?v=qr5Zge14XG0 Asda Christmas advert 2012 This is a useful example of a TV advert which received a number of complaints.</p> <p>Note: Additional ideas are included on the Lesson Element.</p>	1 hour	
<p>Understanding the penalties faced by businesses if constraints are ignored</p>	<p>Learners could research the potential penalties which businesses face when breaching legislation and regulations. These penalties could then be used to begin flow charts to illustrate the knock-on effects that the business may then face. For example, paying a fine will further constrain marketing activities such as advertising as this finance is no longer available within the business, as a result etc</p> <p>http://www.itgovernance.co.uk/dpa-penalties.aspx ITGovernance Ltd This explains potential penalties for breaching data protection legislation.</p> <p>http://www.bbc.co.uk/newsbeat/article/31730028/amazon-prime-30-day-trial-advert-misleading-says-asa BBC An explanation of why the ASA banned an advertisement for Amazon Prime.</p> <p>https://www.asa.org.uk/Industry-advertisers/Sanctions.aspx Advertising Standards Authority An outline of the sanctions which can be used.</p>	1 hour	

SUGGESTED ACTIVITIES

LO No:	3		
LO Title:	Be able to carry out market research for business opportunities		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Understanding the methods and forms of market research	<p>Tutors could provide learners with a series of incorrect statements which relate to sections 3.1, 3.2, 3.3, and 3.5 of the teaching content. Learners could research why these are incorrect in order to gain an understanding of the relevant theory. Providing all learners with the same statements should ensure that they gain an understanding of the teaching content.</p> <p>For example; quantitative research aims to discover consumers' thoughts and opinions about a new product. This would be a possible definition of qualitative research.</p> <p>http://beta.tutor2u.net/business/reference/marketing-quantitative-and-qualitative-research This article explains the difference between quantitative and qualitative research.</p> <p>http://beta.tutor2u.net/business/reference/marketing-primary-market-research This article describes the methods of primary research.</p> <p>Marketing Research: tools and techniques – 11 Feb 2010 by Nigel Bradley, Oxford University Press.</p> <p>http://www.vansonbourne.com/files/4213/8194/0719/VB-WP-Market-Research.pdf Vanson Bourne This resource provides an overview of market research.</p>	1 hour	
Features and uses of sampling techniques	<p>Learners could be tasked with using prior knowledge, wider experiences and information provided (see extract on Lesson Element) to define 'sample'. Learners could then be encouraged to think about how they would choose a sample for a survey.</p> <p>Learners could research sampling techniques and be tasked to summarise the key points, for example in a Tweet blog or vlog.</p> <p>To reinforce this knowledge, learners could be provided with a scenario and decide, for their business, which sampling technique they would recommend. They could 'hot seat' in turn to answer questions from the rest of the group as to why they have chosen this method, why it is more suitable than an alternative etc.</p> <p>See Lesson Element Understanding the methods and forms of market research</p>	1 hour	Unit 5, LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
	<p>http://beta.tutor2u.net/business/blog/qa-what-is-the-role-of-sampling-in-market-research Tutor2u This article explains the role of sampling in the market research process.</p> <p>http://www.marketresearchworld.net/content/view/23/1/ Market Research World This article explains the different sampling techniques.</p> <p>Marketing Research: tools and techniques – 11 Feb 2010 by Nigel Bradley, Oxford University Press.</p>		
<p>Factors influencing the choice of market research methods</p>	<p>To build on the knowledge and understanding which learners should now have with regard to market research methods from Lesson Element 'Understanding the methods and forms of market research', they could be divided into groups. Each group could be given a large sheet of paper to list the factors which they believe will influence the choice of market research methods.</p> <p>Groups could then exchange their sheets with another group. On the 'new' sheet they could add more detail to the ideas of the previous group e.g. if one group has written 'availability of resources' then the second group could add detail as to which type of resources are relevant when influencing the choice of market research method. Tutors may decide to exchange sheets again in order to add further detail.</p> <p>This activity could be concluded by a whole group discussion to discuss the factors identified and to produce a final list which could be referred to when undertaking M2.</p> <p>http://www.slideshare.net/doctorious/strategic-market-research-chapter-3-choosing-the-right-method Slideshare.net This PowerPoint by Dr Anne E Beall, summarises the advantages and disadvantages of different market research methods.</p> <p>http://www.slideshare.net/lucylee79/factors-influencing-choice-of-methods Slideshare.net This PowerPoint briefly summarises the factors influencing the choice of market research method.</p> <p>Marketing Research: tools and techniques – 11 Feb 2010 by Nigel Bradley, Oxford University Press.</p>	40 minutes	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>The choice and sequence of questions used in market research</p> <p>See Lesson Element Understanding the methods and forms of market research</p>	<p>Tutors could use examples of surveys and task learners to analyse/annotate these. What is good? What could be improved? Why?</p> <p>http://www.marketingdonut.co.uk/marketing/market-research/questionnaires-surveys-and-focus-groups/how-to-create-effective-customer-questionnaires The Marketing Donut This article considers how to create effective customer questionnaires.</p> <p>http://www.audiencedialogue.net/kya3c.html Audience Dialogue This article provides advice on how to write and structure questionnaires to maximise the likelihood of appropriate, useful data being collected.</p> <p>http://www.smallbusiness.wa.gov.au/business-in-wa/about-sbdc/corporate-publications/business-guides/how-to-write-a-questionnaire/ Small Business Development Corporation (Government of Western Australia) Advice on how to write a market research questionnaire.</p> <p>https://www.google.co.uk/search?q=examples+of+market+research+questionnaires&hl=en-GB&rlz=1T4RVEA_en-GBGB643GB643&source=lnms&tbn=isch&sa=X&ved=0CAcQAUoAWoVChMlv66dsenkxwIVKivbCh0NjQs0&biw=1821&bih=785&dpr=0.75 Google images A range of sample questionnaires.</p>	1.5 hours	Unit 5, LO4

SUGGESTED ACTIVITIES

LO No:	4		
LO Title:	Be able to validate and present market research findings		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Preparing and interpreting market research findings See Lesson Element Interpreting and presenting market research findings	<p>Tutors could present learners with the results of market research. Learners could then consider the findings, assess the reliability and validity of the data and then discuss how best to present the findings. Tutors could lead them through this step by step as preparation for completing LO4.</p> <p>Marketing Research: tools and techniques – 11 Feb 2010 by Nigel Bradley, Oxford University Press.</p> <p>OCR Business for A level – 26 Jun 2015 by Andy Mottorshead, Judith Kelt, Alex Grant Hodder Education Chapter 52: 'Identifying customer needs – market research analysis'</p> <p>https://www.surveymonkey.com/mp/market-research-survey-templates/ This website provides survey templates for businesses to use for a range of different purposes.</p>	6 hours	
Validating market research findings See Lesson Element Interpreting and presenting market research findings	<p>http://woodwardblade.com/1573/opinion/to-survey-or-not-to-survey/ This article refers to some of the answers provided by students to a questionnaire which their school asked them to complete.</p> <p>http://www.knowthis.com/marketing-research/research-validity-and-reliability This article contains further information about the distinction between valid data and reliable data.</p>		
Presenting market research findings using qualitative analysis See Lesson Element Interpreting and presenting market research findings	<p>https://www.purplemath.com/modules/meanmode.htm A worked example of each method of simple statistical analysis.</p> <p>https://www.youtube.com/watch?v=aBV2vvTFI84 J Fox How To Make a Bar Graph in Microsoft Excel 2010 - For Beginners This is a step by step guide which learners may find useful. The same steps can be used to insert the data for other forms of graph/chart.</p>		

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Presenting market research findings using written reports and presentations</p> <p>See Lesson Element Interpreting and presenting market research findings</p>	<p>http://www.skillsyouneed.com/present/presentation-tips.html This resource considers how to prepare and perform an effective presentation.</p> <p>http://www.lboro.ac.uk/service/ltd/campus/reportwr.pdf Advice on how to structure a written report.</p>		



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OCR Resources: *the small print*

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