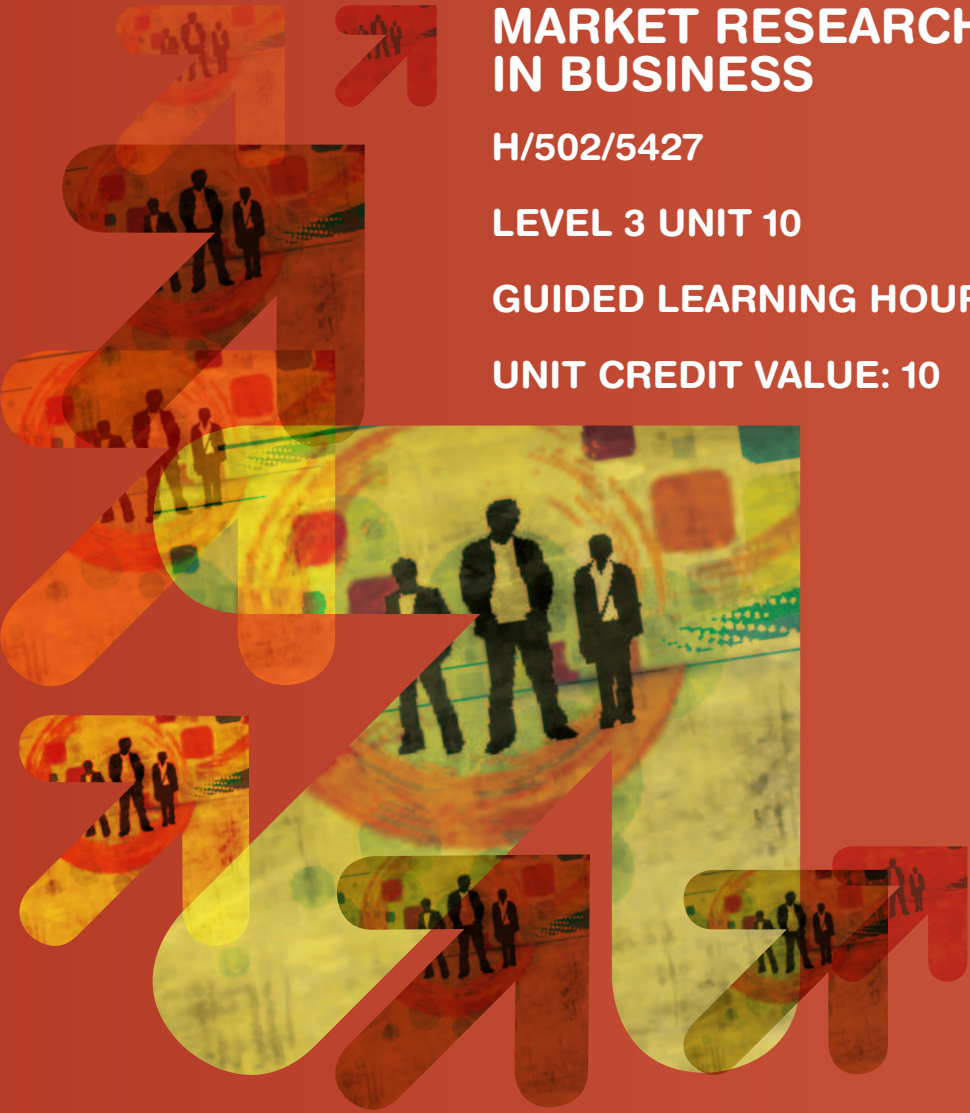




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# OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN BUSINESS



## MARKET RESEARCH IN BUSINESS

H/502/5427

LEVEL 3 UNIT 10

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



# MARKET RESEARCH IN BUSINESS

H/502/5427

LEVEL 3 UNIT 10

## AIM OF THE UNIT

We live in an age of abundant information, yet it is very hard for organisations to obtain information that is relevant to business decisions. Market research is the process by which organisations obtain the information which they require and there are many methods that can be used. This unit explores when, how and why different research methods are chosen and how this can inform the different actions that a business can take as a result of this research.

Learners will gain an in-depth understanding of the main primary and secondary research methods used to inform marketing decision making and will appreciate the importance of identifying appropriate research methods when considering market research. Learners will also be able to interpret research findings and be able to carry out research of their own.

## ASSESSMENT AND GRADING CRITERIA

<b>Learning Outcome (LO)</b>  The learner will:	<b>Pass</b> The assessment criteria are the pass requirements for this unit.  The learner can:	<b>Merit</b> To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	<b>Distinction</b> To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand the main types of market research used to make marketing decisions	P1 describe the types of market research		
	P2 explain how different research methods have been used to make a marketing decision within a selected situation or business.	M1 analyse the advantages and disadvantages of three market research methods	D1 recommend which market research method should be used to make a marketing decision within a selected situation or business
2 Be able to plan research	P3 plan market research for a selected product/ service using appropriate methods of data collection		
3 Be able to carry out research	P4 conduct primary and secondary research for a selected product/service making use of identifiable sampling techniques		
4 Be able to interpret research findings.	P5 interpret findings from the research presenting them clearly in an appropriate format	M2 analyse the limitations of the research findings to identify areas for further research	D2 recommend and justify the research methods appropriate to investigating the identified areas for further research

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

### **Learning Outcome 1 Understand the main types of market research used to make marketing decisions**

- Definitions
- What is market research?
- Types of research; primary, secondary, quantitative, qualitative
- Methods of primary research: surveys or questionnaires (e.g. face to face, postal, e-mail, online, telephone), focus groups, panels, observation, test marketing, online forums, chat rooms and blogs
- Methods of secondary research: internal databases (e.g. sales, customer, production information etc.), internet; press; library, data collection agencies, government statistics
- Marketing decisions; (e.g. marketing mix decisions as related to product, price, distribution and promotion; segmentation and target market decisions; branding decisions, customer satisfaction).

### **Learning Outcome 2 Be able to plan research**

- Reasons for research: objectives and areas of enquiry
- Research brief, (strategic overview; background or reasons for research; suggested approach to research; reporting requirements; timing; budget)
- Research proposal (summary; background; aims and objectives; proposed research; proposed reporting; timing; fees; credentials).

### **Learning Outcome 3 Be able to carry out research**

- Sample population; sample size; sample errors (e.g. coverage errors, incorrect questions, non-response errors); statistical significance
- Sampling techniques: probability (e.g. simple random, stratified, systematic, cluster, multi-stage); non-probability (e.g. quota, convenience, judgement)

- Questionnaire design: question and answer formats; open ended, dichotomous, multiple choice, scaled (e.g. Likert, Semantic differential). Sequencing; bias
- Pilot questionnaire - who takes part, why conduct pilot survey, how to interpret results.

### **Learning Outcome 4 Be able to interpret research findings**

- Interpret findings from the research presenting them clearly in an appropriate format
- Quantitative analysis; simple statistical analysis (mean, median, mode, range); data presentation (pie charts, bar charts, line graphs, histograms etc)
- Presentation methods; Written and oral reports (e.g. how to structure a presentation or report using appropriate headings such as: introduction, research objectives, main findings, conclusions, recommendations for future research).

## DELIVERY GUIDANCE

### Learning Outcome 1

To introduce the subject Tutors could ask learners 'how do businesses find out what their customers want?', which usually results in the answer of "ask them". Tutors could use this as the basis for a group discussion about how opinions can be obtained from customers and the types of primary research used. Learners could then identify how to address situations when it may not be possible to ask the customer, leading to a group discussion on the types of secondary research. Tutors could provide case studies available on YouTube and specialist websites. When discussing secondary research tutors should highlight internal sources of secondary data such as company databases and external sources. For example, a discussion centred on how loyalty card databases can be used by supermarkets would serve to illustrate this. Learners could then work in groups to investigate specific research methods; when they are used, their advantages and disadvantages and present their findings.

Learners could work in small groups and take a marketing decision made by a business and investigate how the market research led to the decision being made. The business selected could be a local organisation that the learners are familiar with, or tutors could provide some case study material for the learners to use. The learners are likely to arrive at different conclusions. This could lead to a group discussion about different research methods and how they influence marketing decisions; plus the advantages and limitations of the different primary and secondary research methods, and common marketing research mistakes.

### Learning Outcome 2

This learning outcome gives the learner the opportunity to start to put into practice the knowledge and understanding gained in learning outcome 1. In small groups learners could research what should be included within a market research plan. Each group could feedback their findings and as a class come to a consensus on what the plan should contain. The learners could then choose a product/service or be provided with one by the tutor, and create a market research plan incorporating suitable methods of data collection. When creating their market research plan learners should take into account the reasons for research, research brief and research proposal as outlined in the teaching content.

### Learning Outcome 3

For this learning outcome learners must be able to carry out marketing research. Learners could take the market research plan they created for learning outcome 2 and put it into action. Learners should use a variety of primary and secondary research methods, and sampling techniques. Learners could record their findings in a variety of ways, for example charts, graphs or reports.

### Learning Outcome 4

This learning outcome allows the learners to consolidate their learning and activity from the rest of the unit. Learners must be able to interpret market research findings by analysing the data and present their conclusion in an appropriate format. Learners could present their conclusion to the rest of the group; this could then generate discussion on the research used and the findings. Alternatively, if learners have undertaken their analysis using the same data they could compare their conclusions and discuss how they came to their decisions. Learners could then start to identify any limitations of their findings and recommend what areas may require additional research.

## SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

### P1

Scenario:

The local college is considering expanding its teaching and learning offer for the academic year. It would like to increase the amount of full and part time courses, and provide more courses for local businesses and members of the community. The Principal would like a guide to the different types of market research that is available in order to assess which new courses could be introduced.

Task:

Learners could create a guide to inform the Principal about the different types of market research available.

Guidance:

Learners could explain the main types of market research as suggested in the teaching content. They could also identify primary and secondary research methods, indicating whether they are generally used to obtain quantitative or qualitative information.

### P2, M1, D1

Scenario:

The Principal has been analysing how the marketing for the current courses was carried out, and has provided details of the research methods used.

Task:

Learners could use the details provided from the Principal and the colleges marketing plan. They could then create a report that explains how the methods of market research were used to inform the marketing decision.

M1 In order to achieve a merit the learner's report must analyse the advantages and disadvantages of three different methods of market research.

D1 In order to achieve a distinction learner's must recommend which market research method/s should be used by the local college in order to assess which courses should be introduced next year.

Guidance:

Learners will need to be provided with details of the market research methods.

### P3

Scenario:

The local college has decided to commission you to undertake market research to inform which new courses could be introduced next year.

Task:

Learners must produce a market research plan for the Principal. The plan could show the reasons for the research, why the research should be undertaken, what types of research the learner intends to carryout and why they feel it is appropriate.

### P4

Scenario:

The Principal has approved your proposal and has commissioned you to undertake the market research.

Task:

Learners must carry out the market research as outlined in their plan, making use of a variety of sampling techniques.

Guidance:

For this criterion learners need to show evidence of having conducted primary and secondary research.

### P5, M2, D2

Scenario:

In order to inform the local colleges' decision the Principal would like you to present the findings of your market research.

Task:

Learners must present their findings. They must clearly show the results from the market research undertaken and interpret the data in a suitable format.

M2 To achieve a merit the learner must provide an analysis of the limitations of the research that has been undertaken, and identify areas where additional research may be required, or would be beneficial.

D2 To achieve a distinction learners must recommend appropriate methods of research that could be used to obtain the additional research outlined in M2, and justify their recommendations.

**Guidance:**

Learners could complete some statistical analysis of the quantitative data collected and present this in graph and / or chart form. The presentation should have a clear structure, for example an introduction, research objectives, research findings and conclusions. To achieve a merit learners will need to analyse the limitations of the findings in relation to the research objectives and identify areas for further research. They will also need to explain the purpose of the further research in relation to the findings, the research objectives and the strategic business objectives. To achieve a distinction learners must recommend research methods appropriate to investigating the areas identified for further research. They will also need to justify their choice. For example, the justification could cover a need for more qualitative information through the use of focus groups, could respond to financial restrictions in place, need for statistical significance etc. The justification could also include some detail of the questions to be asked and size of the sample required.

## LINKS to NOS

**CfA BAD322** Analyse and report data (Partial)

**CfA MKT123** Implement programmes to collect market research data (Partial)





## **CONTACT US**

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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