

# Study: marketing research assignment

[Business](#), [Marketing](#)



Each of these use marketing research as an input. Simulated workplace as well as appropriate documentation and resources normally used in the workplace. This unit could be assessed on its own or in combination with other units relevant to the Job function (see above for co-assessment opportunities). Assessment tasks may be designed to include more than one unit however completion of each unit must be reported individually. Assessor Judgment and holistic assessment are emphasized in this unit. The focus is the clustering and integration of areas of knowledge, skills and attitude against the unit purpose, rather than on a checklist or atomistic approach.

Teachers, trainers and assessors should be mindful of the background and needs of individuals of any target group when preparing students for assessment and during assessment activities. In particular, the teacher, trainer and/or assessor should ensure that assessment practice is gender inclusive, does not disadvantage students of non-English speaking background and does not disadvantage students with disabilities.

Assessment practices should also cater for the particular workplace characteristics and needs of worker students. An assessment plan should be developed for this unit that specifies the assessment strategies that will be used and how these strategies link to this unit of competency. Additionally, recognition strategies should be specified when planning assessment.

Reasonable Adjustment The Commonwealth Disability Discrimination Act (1992) makes it unlawful to treat people with a disability less fairly than people without a disability. In the context of this unit, the principle of Reasonable Adjustment is applied to ensure that participants with a disability have equitable access to all aspects of the learning tuition. For assessment,

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this means that artificial barriers to their demonstrating competence are removed. Examples of reasonable adjustment in assessment include: – provision of an oral assessment, rather than a written assessment – provision of extra time – use of an interpreter – use of adaptive technology.

The focus of the adjusted assessment should be on enabling the participants to demonstrate that they have achieved the unit purpose, rather than on the method used.

### 3. 1 Guidelines for the collection of sufficient evidence

Quality Training Framework requirements. Sufficient evidence must be collected to determine a student's competence (I. E. To the standard expected in the workplace). This should be made up of direct, indirect and supplementary evidence that is collected in a workplace or simulated workplace environment. Assessment of this unit requires the assessor to make a Judgment that the unit of competency has been achieved in accordance with the specifications shown in this document.

To fully comply with the Australian Quality Training Framework (ACTA) the assessor needs to compare a student's evidence with the elements of competency, the associated performance criteria, the range of variables statement and the evidence guide from the unit of competency. See Section 2 of this Unit Guide for details.

### 3. 2 Suggested Assessment Strategies

Strategies used must ensure that assessment is fair, valid, reliable and consistent and should be gathered on a number of occasions, in a variety of contexts and situations. The strategies chosen should suit particular workplaces and student needs. Sufficient evidence must be collected to determine a student's competence. This should be made up of direct,

indirect and supplementary evidence that is collected in an appropriate workplace or simulated workplace environment. Evidence collection should occur in a workplace wherever possible.

Suggested assessment strategies should include: Direct Evidence Sources: An observation of the student in a workplace, a simulated workplace or both (egg. Practical demonstrations, practical tests, skills challenges, role plays). Indirect Evidence Sources: Other evidence students provide from a workplace – (egg. Third party reports, work projects, workplace documents, skills books/Journals) Supplementary Evidence Sources: Other evidence students provide to verify their ability – (egg. Oral questioning, interviews, written questions, assignments, projects, case studies, video, photos, personal statements). Note that the three evidence sources shown above can also be used when developing a recognition strategy.

The strategy developed should be structured to minimize time and cost for both assessors and students while ensuring that competence is currently held regardless of how, when or where the learning occurred. Assessment resources provide a means of collecting the evidence that assessors use cases, assessors may use prepared assessment materials or alternatively, may evolve their own assessment materials to meet the needs of their clients. If using prepared assessment materials, assessors should ensure that the materials are benchmark, or mapped, against the current version of this Unit of Competency. This can be done by checking that the materials are listed on the National Training Information Service ([http://www. NTIS. Gob. AU](http://www.NTIS.Gob.AU)).

When developing their own assessment materials, assessors must ensure that: the materials are benchmark against the selected Unit(s) of Competency in the Business Services Training Package (BOOBS); the materials are appropriate to the assessment needs of the client/s; the materials are validated to ensure that assessors can gather sufficient, valid and reliable information to make assessment decisions against the Competency Standards; the materials and processes meet the ACTA Assessment Requirements for Roots. Where assessors develop their own assessment tools, they need to decide whether to base tools around individual units of competency or the requirements of a Job role or task as the focus. Where the Job is used to structure assessment the assessment tool/ s covers multiple units. The option of multiple unit assessments is relevant where the lolls are being developed for a given workplace. In this case it is essential to identify how competencies are combined and applied to work activities. The intent and content of assessment tasks must relate to the requirements of this unit.

Individual assessment tasks should be constructed to ensure the evidence a student provides is a measure of several aspects of competence, ' e, task, contingency management and work environment skills as well as simple skill performance. The assessment tasks should then be administered and marked using consistent criteria that take into account any grading requirements. To meet the requirements of the Australian Quality Training Framework, Registered Training Organizations are required to ensure that assessment tasks are designed and administered, and subsequently reviewed as part of quality improvement processes to ensure that

assessment events are manageable, efficient and economical, and that assessment items are fair, valid, reliable and consistent.

The teacher, trainer and/or assessor should ensure he/she knows the Institute's policies and practices regarding assessment validation processes. They should also comply with policies relating to assessment records required for internal and external auditing. Communicating Assessment Requirements to Students Teachers must ensure that students are: 2 advised of assessment tasks and the assessment timetable for this unit 3 advised of recognition opportunities 4 provided with information pertaining to their rights and responsibilities, including reporting and appeals mechanisms For this unit it is recommended that learners, for a real product or service, be required to: Use existing documents (such as a marketing plan) and/or exploratory research to identify a market research problem.

Define marketing research objectives or this problem Evaluate and select appropriate research approaches to meet the research objectives Develop and present a marketing research plan to meet the research objectives A report is required to be submitted for each of the first two stages. These are then integrated into the third component – a formal research plan, which is to be presented to the learner's peers. Discussion, individual feedback and formative assessment should form part of the above. 3. 3 Recording and Reporting of Assessment The following assessment table is a suggested assessment strategy for in class/off Job delivery. Teachers can vary this assessment strategy to best meet the needs of the learners, while ensuring that the Unit Purpose is met.

Assessment Table Assessment Method/Tool No Assessment Method/Tool  
Aspect of Evidence Weighting Report on identifying a marketing research need and define the research objectives Element 1 20 2 Report on evaluating and selecting appropriate research approaches 50 Develop and present a marketing research plan to meet the research objectives Element 3 3. 3. 1 Criteria for performance level grading To receive a PASS grade the learner must accurately identify a research problem/opportunity and determine research objectives provide sufficient information to support the selection of the research approaches develop a marketing research plan which will deliver the research objectives provide a simple timing schedule on how they research plan will be implemented prepare a written research plan report and present it to his/her peers.

To receive a CREDIT grade the learner must meet all the criteria of a pass grade consult a more extensive number of secondary sources, including some that are difficult to locate and that give greater insight into the research problem/opportunity conduct some primary exploratory research monsters superior analytical ability in defining the research problem and objectives and evaluating the research approaches provide a timing schedule on how the research plan will be implemented with an allocation of resources to the project and tasks to personnel prepare a report which demonstrates high level presentation techniques and is accompanied by visual/audio aids To receive a DISTINCTION grade the learner must meet all the criteria of a credit grade conduct more extensive primary exploratory research not only to define the research problem but to evaluate research approaches. Educe clearly superior analysis of the strengths and weaknesses

of alternative research approaches and Justification of how the selected ones will better meet the research objectives utilities probability theory to estimate the value of the research information present a comprehensive report, complete with contingency plans, of desk-top publishing quality with professional quality audio/visual support for the presentation. 3. 4

Recognition Recognition of Prior Learning (RPR) is the appraisal of sufficient, valid, and authentic made on whether competence in the unit has been achieved. RPR is a form of assessment used to determine whether a person has achieved the required level of competence through formal learning, informal learning, work experience or life experience.