

## Year 13 Topics – BTEC National Business

In year 13 we teach the following topics over the course of the year. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4 and KS5.

### Unit 22 – Market research

Learning Aim A - Examine the types of market research used in business				
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
<b>A1</b> Purpose of market Research	Students need to understand the purpose of market research.	<ul style="list-style-type: none"> <li>• understand customer behaviour</li> <li>• determine buying trends</li> <li>• investigate brand/advertising awareness</li> <li>• aid new product development</li> <li>• investigate feasibility of entry into new markets</li> <li>• to meet marketing objectives</li> </ul>	<ul style="list-style-type: none"> <li>• baby boomers</li> <li>• millennials</li> <li>• objectives</li> <li>• buying trends</li> <li>• customer behaviour</li> <li>• brand awareness</li> <li>• marketing</li> <li>• advertising</li> <li>• budgets</li> <li>• campaigns</li> <li>• feasibility study</li> <li>• research</li> </ul>	<ul style="list-style-type: none"> <li>• independence</li> <li>• problem solving</li> <li>• reading</li> <li>• effective writing</li> <li>• oracy</li> <li>• literacy</li> <li>• IT</li> <li>• Research</li> <li>• Numeracy</li> <li>• communication</li> <li>• working collaboratively</li> <li>• analysis</li> </ul>
<b>A2</b> Types of research	Students need to understand the different types of market research.	Qualitative and quantitative	<ul style="list-style-type: none"> <li>• respondent</li> <li>• quantitative</li> <li>• qualitative</li> <li>• primary</li> <li>• secondary</li> <li>• survey</li> <li>• e-marketing</li> <li>• observation</li> <li>• focus group</li> <li>• pilot research</li> <li>• internal resources</li> <li>• external resources</li> </ul>	
		Secondary research		
		internal sources: <ul style="list-style-type: none"> <li>• loyalty schemes</li> <li>• epos records</li> <li>• website monitoring</li> <li>• accounting records</li> <li>• specialist market research agencies</li> </ul>		
External sources: <ul style="list-style-type: none"> <li>• internet</li> <li>• government statistics</li> <li>• competitor reports</li> </ul>				

		<ul style="list-style-type: none"> <li>specialist market intelligence agencies, e.g. Mintel, Ipsos, Mori</li> </ul>	<ul style="list-style-type: none"> <li>loyalty scheme</li> <li>EPOS</li> <li>EFTPOS</li> <li>demographics</li> </ul>	
		Primary research: <ul style="list-style-type: none"> <li>surveys</li> <li>observation</li> <li>e-marketing</li> <li>focus groups</li> <li>pilot research</li> </ul>		
<b>A3</b> Appropriateness of choice of research	Students need to understand how different market research methods are appropriate in helping to meet marketing objectives and inform decision making.	Appropriateness: <ul style="list-style-type: none"> <li>cost</li> <li>accuracy</li> <li>timelines</li> <li>response rates</li> </ul>	<ul style="list-style-type: none"> <li>validity</li> <li>verification</li> <li>ambiguity</li> <li>anonymity</li> <li>timeline</li> <li>schedule</li> <li>response rate</li> <li>publicity</li> <li>target population</li> <li>incentive</li> <li>distribution</li> </ul>	

Learning Aim B - Plan and implement a market research activity to meet a specific marketing objective				
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
<b>B1</b> Planning stage	Students need to undertake secondary research for a selected marketing objective, carry out pilot primary market research and collect sample data.	Market research plan: <ul style="list-style-type: none"> <li>problem definition</li> <li>set research objectives</li> <li>budget</li> <li>determine what data is to be collected</li> </ul>	<ul style="list-style-type: none"> <li>SMART</li> <li>objectives</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>independence</li> <li>problem solving</li> <li>reading</li> <li>effective writing</li> <li>oracy</li> <li>literacy</li> <li>IT</li> <li>Research</li> <li>Numeracy</li> <li>communication</li> </ul>
		Methods to be used: <ul style="list-style-type: none"> <li>secondary and primary</li> <li>quantitative and/or qualitative</li> </ul>	<ul style="list-style-type: none"> <li>secondary</li> <li>primary</li> <li>quantitative</li> <li>qualitative</li> </ul>	
		Pilot questionnaire design:	<ul style="list-style-type: none"> <li>ambiguous</li> </ul>	

		<ul style="list-style-type: none"> <li>question type</li> <li>sequencing</li> <li>length of questionnaire</li> <li>avoiding bias</li> <li>relevance of questions to objectives</li> </ul>	<ul style="list-style-type: none"> <li>jargon</li> <li>non-biased</li> <li>bias</li> <li>open question</li> <li>closed question</li> <li>probing questions</li> <li>funnel questioning</li> <li>sequencing</li> </ul>	<ul style="list-style-type: none"> <li>working collaboratively</li> <li>analysis</li> <li>evaluation</li> <li>critical thinking</li> <li>creativity</li> <li>reflective practice</li> <li>self-management</li> <li>self-monitoring</li> </ul>
		Pilot sampling plan	<ul style="list-style-type: none"> <li>pilot sample</li> </ul>	
		Probability sampling: <ul style="list-style-type: none"> <li>random</li> <li>systematic</li> <li>stratified</li> <li>cluster</li> </ul>	<ul style="list-style-type: none"> <li>Probability sampling</li> <li>random sample</li> <li>systematic sample</li> <li>stratified sample</li> <li>cluster sample</li> </ul>	
		Non-probability sampling: <ul style="list-style-type: none"> <li>quota</li> <li>convenience</li> <li>observation</li> </ul>	<ul style="list-style-type: none"> <li>Non-probability sampling</li> <li>quota sample</li> <li>convenience sample</li> <li>observation sample</li> </ul>	
		Sample size and effect on confidence levels	<ul style="list-style-type: none"> <li>population size</li> <li>confidence level</li> <li>confidence interval</li> </ul>	
		Pilot research	<ul style="list-style-type: none"> <li>pilot research</li> </ul>	
<b>B2</b> Implementation stage	Students need to undertake the final market research activity using a detailed sampling plan to obtain a range of secondary and primary data.	Review of pilot primary research: <ul style="list-style-type: none"> <li>final questionnaire design</li> <li>final sampling plan</li> </ul>	<ul style="list-style-type: none"> <li>proof reading</li> </ul>	
		Data collection: <ul style="list-style-type: none"> <li>primary</li> <li>secondary</li> </ul>	<ul style="list-style-type: none"> <li>primary</li> <li>secondary</li> </ul>	

Learning Aim C - Analyse and present market research findings and recommend process improvements.				
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
<b>C1</b> Statistical analysis and interpretation of primary and secondary research	Students need to be able to interpret and analyse the findings from the market research undertaken.	Data analysis/interpretation: <ul style="list-style-type: none"> <li>• arithmetic mean, mode, median</li> <li>• range and interquartile range</li> <li>• standard deviation</li> <li>• time series</li> <li>• scatter diagrams and trends</li> </ul>	<ul style="list-style-type: none"> <li>• arithmetic mean, mode, median</li> <li>• range and interquartile range</li> <li>• standard deviation</li> <li>• time series</li> <li>• scatter diagrams and trends</li> </ul>	<ul style="list-style-type: none"> <li>• independence</li> <li>• problem solving</li> <li>• reading</li> <li>• effective writing</li> <li>• oracy</li> <li>• literacy</li> <li>• IT</li> <li>• Research</li> <li>• Numeracy</li> <li>• communication</li> <li>• working collaboratively</li> <li>• analysis</li> <li>• evaluation</li> <li>• critical thinking</li> <li>• creativity</li> <li>• reflective practice</li> <li>• self-management</li> <li>• self-monitoring</li> </ul>
<b>C2</b> Presentation of research results	Students need to be able to present the findings from the market research undertaken in a range of different formats.	Interpretation of secondary research <ul style="list-style-type: none"> <li>• reports, tables, graphs</li> <li>• presentation of conclusions and recommendations</li> <li>• awareness of audience type</li> </ul>	<ul style="list-style-type: none"> <li>• reports</li> <li>• tables</li> <li>• graphs</li> <li>• audience</li> </ul>	
<b>C3</b> Value of the information	Students need to understand the limitations of the data collected and recommend improvements in light of the work undertaken.	Limitations of the research: <ul style="list-style-type: none"> <li>• sufficiency</li> <li>• accuracy</li> <li>• bias</li> <li>• subjectivity</li> <li>• reliability of sample</li> </ul> <p>Recommend improvements to the process</p>	<ul style="list-style-type: none"> <li>• sufficiency</li> <li>• accuracy</li> <li>• bias</li> <li>• subjectivity</li> <li>• reliability of sample</li> </ul>	