

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

HIGHER NATIONAL UNIT SPECIFICATION

GENERAL INFORMATION

-Unit number-	D3AF 04
-Unit title-	MARKETING FURTHER EDUCATION
-Superclass category-	BA
-Date of publication- (month and year)	AUGUST 2000
-Originating centre for unit-	SQA

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Undertaking marketing activities and external liaison with stakeholders in further education.

This unit can only be offered in a centre recognised as suitable by the Further Education Professional Development Forum.

OUTCOMES:

1. explain the marketing concept in relation to further education colleges;
2. contribute to the gathering and analysis of marketing information;
3. contribute to the promotion of college products and services.

CREDIT VALUE: 1 HN Unit

ACCESS STATEMENT: Access to this unit is at the discretion of the centre.

Additional copies of this unit can be obtained from:

The Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ, (Tel: 0141-242 2168).

At the time of publication the cost is £2.50 per unit (minimum order £5.00).

HIGHER NATIONAL UNIT SPECIFICATION**STATEMENT OF STANDARDS**

Unit number: D3AF 04

Unit title: MARKETING FURTHER EDUCATION

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. EXPLAIN THE MARKETING CONCEPT IN RELATION TO FURTHER EDUCATION COLLEGES

PERFORMANCE CRITERIA

- (a) Definitions of marketing are appropriate to the nature of colleges.
- (b) The explanation of the college marketing process from the market research stage through to promotional activities is correct.
- (c) The elements of the marketing mix and how they interact are identified correctly.

RANGE STATEMENT

The range statement for this outcome is specified within the performance criteria.

EVIDENCE REQUIREMENTS

Written with supplementary oral evidence, as appropriate, demonstrating the relationship of marketing theory with college activities.

OUTCOME

2. CONTRIBUTE TO THE GATHERING AND ANALYSIS OF MARKETING INFORMATION

PERFORMANCE CRITERIA

- (a) Methods of market research are correctly identified.
- (b) Identification of sources of market information is correct.
- (c) Conclusions drawn from the analysis of data on market information are correct.
- (d) Evaluation of marketing information is carried out accurately.
- (e) The evaluation of a programme in terms of the market position is accurate.

RANGE STATEMENT

The range statement for this outcome is specified within the performance criteria.

EVIDENCE REQUIREMENTS

For performance criteria (a) and (b). Written with supplementary oral evidence, as appropriate.

For performance criteria (c) – (e). Performance and documentary evidence that the candidate has contributed to the gathering and analysis of marketing information and has designed a minimum of one new product/service, or modified an existing one, to meet identified market needs.

OUTCOME

3. CONTRIBUTE TO THE PROMOTION OF COLLEGE PRODUCTS AND SERVICES

PERFORMANCE CRITERIA

- (a) The explanation of the role of promotional activities in further education is correct.
- (b) The identification of stakeholders and their influence on products and services is correct.
- (c) Customer requirements are correctly identified.
- (d) Products and services are designed to meet identified market needs.
- (e) Products and services are promoted in a manner appropriate to team objectives and customer needs.

RANGE STATEMENT

The range statement for this outcome is specified within the performance criteria.

EVIDENCE REQUIREMENTS

For performance criterion (a). Written with supplementary oral evidence, as appropriate.

For performance criteria (b – e). Performance and documentary evidence that the candidate has identified 2 stakeholders and their requirements and has been involved in promotional activities for a minimum of one programme.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the Scottish Qualifications Authority (SQA) assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external moderation.

SPECIAL NEEDS

Proposals to modify outcomes, range statements or agreed assessment arrangements should be discussed in the first place with the external moderator.

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HIGHER NATIONAL UNIT SPECIFICATION**SUPPORT NOTES**

Unit number: D3AF 04

Unit title: MARKETING FURTHER EDUCATION

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This unit has been designed to enable candidates to develop skills in marketing activities and external liaison with clients in further education.

CONTENT/CONTEXT The principal context will be the training/teaching environment. The candidate should have access to a workplace where evidence to meet the performance criteria can be generated.

The following list of topics gives a suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

Outcome 1

- definitions of marketing
- the purposes of marketing
- the differences between product and market orientation
- marketing mix for products and services
- the stages in the marketing process
- the role of individuals in the marketing process
- the constraints on marketing activities in terms of costs, time and facilities

Outcome 2

- methods of market research
- market research activities
- sources of market information and data
- methods of analysing data
- methods of evaluation and the advantages and limitations of each
- how to obtain relevant feedback

Outcome 3

- product strategies
- pricing strategies
- market segmentation
- promotional methods
- identifying promotional activities in colleges
- the role of the tutor in marketing
- the environmental influences on colleges
- what are the legal, political, economic and technological pressures on college provision
- how to identify external partners/stakeholders i.e. community bodies, educational bodies and institutions, employers, government agencies
- research methods for identifying customer requirements
- how to select communication channels
- how to identify the promotional activities appropriate to a particular course
- the principles of customer care

APPROACHES TO GENERATING EVIDENCE The achievement of the skills and underpinning knowledge required for this unit would be facilitated by orientation of delivery towards the candidate's own experience, with opportunities for candidate-centred discussions on topics relating to the outcomes.

Line managers and employers should be encouraged, wherever possible, to assist the candidate in generating real performance evidence from the workplace into a portfolio of evidence. This portfolio should be generated from all available sources and where direct evidence is not available, use should be made of the types of supplementary evidence identified in the assessment procedures.

The evidence in the candidate's portfolio could provide evidence towards a qualification based on occupational competence in lecturing in further education, e.g.; TQFE.

ASSESSMENT PROCEDURES Evidence gathered from the workplace, i.e. natural performance, would be the primary methods of assessing the candidate's competence although a variety of other methods may be used either to supplement this or to provide evidence across the full range of performance criteria. The following forms of evidence would be appropriate to this unit:

Documentation, e.g. reports, promotional materials.

Evidence given by those who have witnessed the candidate's performance. Witness testimony may be the most appropriate.

The candidate's own description of his/her performance – written or oral – the candidate could keep a reflective diary. This form of record would need to be substantiated by an authorised source.

Oral questioning, where competence cannot be inferred from direct performance evidence and supporting evidence of performance. This could include answers given by the candidate to questions about his/her actual performance and what the candidate would do and why in different circumstances – particularly appropriate for evidence of the candidate's ability to meet the requirements of

different external partners/stakeholders and for consideration of organisational policy observance.

REFERENCES

1. Guide to unit writing, SQA, 1993 (Code: A018).
2. Guide to assessment, SQA, 1993 (Code: B005).
3. Guide to certification, SQA, 1996 (Code: F025).
4. Notes for unit writers, SQA, 1995 (Code: A041).

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