



Higher National Unit specification

General information

Unit title: Contribute to the Organisation of a Promotional Activity (SCQF level 7)

Unit code: H8PE 34

Superclass: BA

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Unit purpose

This Unit is designed to develop skills to enable learners to contribute to the planning, delivery and evaluation of a promotional activity. Learners will develop an understanding of the importance of good team work, organisational techniques, communication, customer care skills and legal requirements, etc. Learners will also understand the importance of target audience, promotion, marketing and planning.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Contribute to the planning of a promotional activity.
- 2 Participate in the running of a promotional activity.
- 3 Contribute to the evaluation of a promotional activity.

Credit points and level

2 Higher National Unit credits at SCQF level 7: (16 SCQF credit points at SCQF level 7)

Recommended entry to the Unit

Access to the Unit is at the discretion of the centre; however it would be helpful if learners had *Communication Skills* at SCQF level 5.

Higher National Unit specification: General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Contribute to the planning of a promotional activity.

Knowledge and/or Skills

- ◆ Objectives
- ◆ Target audience
- ◆ Planning tools
- ◆ Individual and team roles required
- ◆ Resources and costs
- ◆ Legal requirements
- ◆ Promotional methods and materials

Outcome 2

Participate in the running of a promotional activity.

Knowledge and/or Skills

- ◆ Briefing session
- ◆ Designated individual and team roles
- ◆ Customer care

Outcome 3

Contribute to the evaluation of a promotional activity.

Knowledge and/or Skills

- ◆ Methods of obtaining feedback
- ◆ Event evaluation
- ◆ Personal evaluation

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Outcome 1

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that working in a group they can:

- ◆ Establish objectives for a feasible promotional activity.
- ◆ Select and justify suitable target audience.
- ◆ Produce an initial outline proposal for the promotional activity.
- ◆ Define and agree the roles of the personnel within the team required to carry out the promotional activity.
- ◆ Contribute to the production of a detailed plan and schedule for the promotional activity including:
 - justification of the selected promotional methods and range of promotion materials
 - resources required
 - costs
 - work schedule and timeplan
 - proposals for monitoring success
- ◆ Contribute to the identification of all legal requirements relevant to the selected promotional activity.

Outcome 2

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that working in a group they can:

- ◆ Participate in the briefing session for the promotional activity.
- ◆ Contribute to the delivery of the promotional activity by carrying out designated roles within the team and in line with detailed plan from Outcome 1.
- ◆ Demonstrate customer care skills when dealing with the target audience during the promotional activity.

Outcome 3

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that working in a group they can:

- ◆ Collect feedback on the promotional activity using an appropriate method.
- ◆ Evaluate the success of the activity based on the feedback.

And on an individual basis:

- ◆ Evaluate personal contribution to the promotional activity.

This Unit is designed as a group project with learners working in a team to plan, deliver and evaluate a promotional activity. It is therefore recommended that the Unit is assessed as a single holistic assessment covering all Outcomes. This could involve a range of instruments of assessment such as report(s) and plans completed in open-book conditions in the learner's own time; practical demonstration of promotional activity; production of materials, etc.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This Unit is a stand-alone Unit and also forms part of HN Group Awards. It is designed to provide learners with vocational knowledge and skills required in developing, running and evaluating promotional activity. It could help learners with progression to related activities at a higher level and also enhance their employment prospects in areas involved with promotional activities.

Promotional activities can take a wide variety of forms such as a competition, charity or fund-raising event, fun run; quiz; community or college event, etc.

In Outcome 1 — learners work in a team to investigate and research the feasibility of a promotional activity with support from the tutor to ensure that an appropriate activity is selected which will cover all Evidence Requirements.

Learners would then set objectives for the agreed promotional activity for the selected target audience. An initial outline proposal is to be produced, as well as defined role(s) for each group member. This outline proposal is then developed into a more detailed plan which will include resources and costs required; the range of promotional material agreed; a work schedule and time plan; proposals for measuring success of the promotional activity, etc. Where appropriate for the promotional activity itself, this may also include venue/location; presentation/promotional area, etc.

Learners are also to ensure that all legal requirements relevant to the selected activity are identified. This could include a range of issues such as health and safety; risk assessment, etc.

Suitable promotional materials are to be produced which are relevant and appropriate to the selected activity. It may be appropriate, at this time to distribute any pre-activity promotional materials.

In Outcome 2 — learners will participate as part of a team in the delivery of the promotional activity itself.

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This will require them to participate in a pre-delivery briefing session; perform the defined individual role(s) within the team during the promotional activity itself; and demonstrate customer care skills in dealing with the target audience. Again, depending on the type of promotional activity selected, this may also involve learners contributing to the preparation of the venue or location or promotional area, etc.

In Outcome 3 — learners are required reflect and review the planning and delivery of the promotional activity. This will involve collecting feedback on the activity using an appropriate method and evaluating the success of the activity based on this feedback.

Finally on an individual basis, they are to reflect and evaluate their own personal contribution to the promotional activity. Throughout this Unit learners may wish to maintain a log, diary, blog, etc to help with the group evaluation and when evaluating their own contribution to the activity.

Guidance on approaches to delivery of this Unit

In line with the design of this Unit, it is expected that the promotional activity would be undertaken as a project.

The promotional activity is chosen, planned and delivered as a group activity. Individual learners are to play appropriate role(s) in the organisation and delivery of the promotional activity to the target audience. Once they have undertaken the activity, within their group, learners are to evaluate its success. In addition, they are to reflect on their own individual contribution to the planning and delivery of the activity.

Good team work is a vital aspect of this Unit therefore the delivery methods selected should reflect this.

Learners should be encouraged to be open to their own and other ideas in the consideration of the type of structure of the activity. Careful thought and discussion should take place before choice of type of activity and venue are decided upon, with appropriate guidance from the group's tutor. Learners should also be aware of both the positive and negative aspects of potential activities as regards location, type, target audience, publicity potential, legal requirements, technical considerations, resources, revenue and costs, etc.

Within this Unit, the tutor could be both lecturer and facilitator, providing input but also assisting learners in their groups to undertake the component parts of this complex process, while also monitoring what they are doing as part of an integrated 'whole' activity.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of instruments of assessment. The following are suggestions only as there may be other methods that would be more suitable to learners.

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The evidence could be presented in report form, with supporting materials to cover all Evidence Requirements and could be accompanied by a video and/or photographs of the activity.

As outlined earlier, this Unit has been designed as a group project and it is recommended that assessment is on a holistic basis. To assist tutors, guidance is included below on possible evidence for each Outcome as part of the overall project:

Outcome 1

Sources of evidence may include:

- ◆ Written or oral accounts by the learner.
- ◆ Product evidence, eg plans, sketches, promotional materials such as press releases, leaflets, posters, social media activities (such as use of blogs, wikis, etc).

Outcome 2

Sources of evidence may include product evidence, eg videos, photographs, etc of the delivery of the promotional activity itself.

Outcome 3

Sources of evidence may include:

- ◆ Written or oral accounts by the learner.
- ◆ Evaluation results.
- ◆ Review/reports of personal contribution.

Additionally tutor observation checklists could be used, eg to assess the contribution of individual learners as the Unit is designed primarily as a group activity. Where required, the tutor may ask additional questions and record responses to ensure learners have achieved all the Evidence Requirements.

Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that may be transferable to employment and/or and higher education.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

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Opportunities for developing Core and other essential skills

There are no Core Skills embedded in this Unit. However, the following table gives some examples of the opportunities for developing Core Skills within this Unit.

Core Skill	SCQF level	Opportunities for development
Communication		
Written Communication (Reading)	level 5	Learners are expected to read and understand complex written information. This will include topics and complex vocabulary relating to promotion. From this, learners are to identify significant ideas and details which support the promotional activity selected.
Written Communication (Writing)	level 5	There are opportunities to develop written communication where learners produce written evidence. These must present information and/or analysis of information relating to the promotional activity and the learner's evaluation of the planning and delivery of the activity. The content must be logical and well-structured with clear linking between relevant paragraphs and sections, etc. This may also include some complex vocabulary related to promotion.
Oral Communication	level 5	<p>When working in groups, they have to make a significant contribution and take account of the contribution of others in the planning and delivery of the promotional activity by proposing ideas, listening and responding to points of view, asking questions to clarify issues or expanding on points made, etc.</p> <p>If learners carry out oral presentation(s) as part of this Unit, they have to convey essential information and ideas regarding the promotion activity, as well as sequencing and linking appropriate information clearly and in correct order. They also have to speak loudly enough and use vocabulary and terms appropriate for the targeted audience.</p>

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Core Skill	SCQF level	Opportunities for development
Problem Solving		
Critical Thinking	level 5	Learners have to contribute to the identification of relevant factors involved in the planning and delivery of a promotional activity, assess their relevance and develop an approach to ensure that the activity is undertaken effectively and covers all relevant Evidence Requirements
Planning and Organising	level 5	In Outcomes 1 and 2 of this Unit, learners work in groups to develop a plan, identify, obtain and organise the relevant resources then deliver the selected promotional activity.
Reviewing and Evaluating	level 5	As part of a group, learners have to obtain feedback on the promotional activity and use this to draw conclusions and evaluate its success in line with objectives agreed in Outcome 1. In addition, on an individual basis, learners are to review and evaluate their own personal contribution to the planning and delivery of the activity.
Working with others		
Working Co-operatively with Others	level 6	One of the main aspects of this Unit involves the learner working co-operatively with others in a team to undertake the complex interactions required in planning and running a promotional activity. This includes analysing and agreeing the requirements of the roles of the team and the relationships between them; negotiate arrangements and working methods within identified resources; promote consensus (eg by offering encouragement; sharing resources; modifying behaviour; dealing with disagreements, etc); and help to promote motivation to ensure progress and delivery within agreed timeplan.
Reviewing Co-operative Contribution	level 5	Learners are to evaluate their own contribution and overall performance of the team with regard to co-operative work in the planning and delivery of a promotional activity on a co-operative basis; they will receive and consider feedback and use results to consider ways for improvement, etc.

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Core Skill	SCQF level	Opportunities for development
Information Communication Technology (ICT)		
Accessing Information	level 4	Learners could use ICT when undertaking research effectively and responsibly into the feasibility and selection of a relevant promotional activity. This could include searching websites for products/services to support the delivery of the promotional activity.
Providing/Creating Information	level 4	Learners could use ICT and familiar software packages to support the planning and delivery of the promotional activity, eg produce materials for distribution prior to the activity or to support the delivery of the activity itself; calculate the cost of the activity using spreadsheet software, digital images for their reports, etc

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Contribute to the Organisation of a Promotional Activity (SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to enable you work in a group and contribute to the planning, delivery and evaluation of a promotional activity. Whilst undertaking this Unit, you will therefore have opportunities to develop skills and knowledge in planning and organisational techniques, promotion and communication, and evaluation/monitoring techniques.

You will also understand the importance of good team work in developing and delivering a complex promotional activity (such as a competition, charity or fund-raising event, fun run; community or college event, etc).

On successful completion of the Unit, you will be able to:

- ◆ Contribute to the planning of a promotional activity.
- ◆ Participate in the running of a promotional activity.
- ◆ Contribute to the evaluation of a promotional activity.

To begin with, you will cover planning issues such as the feasibility of a promotional activity; identification of specific job roles and responsibilities; aims/objectives of the activity and how you will measure its success; resources and costs; any relevant legal requirements (eg health and safety; risk assessment etc); production and distribution of promotional materials and where appropriate you may have to consider venue, location, presentation area etc.

You will then participate in running of promotional event itself. This will involve taking part in a pre-delivery briefing session; operating effectively in your designated role(s); participating in implementing work schedules and keeping to agreed time plans; as well as demonstrating good customer care skills when dealing with the target audience.

Finally, you will review the effectiveness of the promotional activity by collecting and analysing feedback, as well as evaluating your personal contribution to the activity.

The Unit is designed as a group project and the exact assessment arrangements will be outlined by your tutor but this could include production of report(s) and plans; production of promotional and publicity materials; oral or poster presentations; use of blog and wikis etc.

This Unit may also provide you with opportunities to develop Core Skills in *Communication, Problem Solving, Working with Others, Problem Solving and ICT*.

In order to undertake this Unit, it would be helpful if you had *Communication Skills* at SCQF level 5. And if you successful achieve this Unit, it could help you to progress to study marketing/promotional activities at a higher SCQF level or perhaps employment in a related job role/sector.