



Higher National Unit specification

General information

Unit title: Marketing Communications: An Introduction (SCQF level 7)

Unit code: HC2R 34

Superclass: BA

Publication date: March 2016

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to provide learners with knowledge and understanding of the structure of the promotional industry, its regulatory system and the different organisational roles within the industry. Learners will gain knowledge of both online and offline marketing communication techniques, including digital media. The Unit will allow learners to explain and evaluate the suitability of various promotional strategies used by different industry sectors/organisations. Learners will have the opportunity to apply knowledge and theory through a research project into different types of promotional campaigns.

Outcomes

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

- 1 Explain the role and structure of the UK promotional industry.
- 2 Describe the legal and voluntary controls for the UK promotional industry.
- 3 Assess the main marketing communication tools.
- 4 Analyse marketing communication campaigns.

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 beneficial if learners had *Communication Skills* at SCQF level 5. It is strongly recommended that learners have a basic understanding of the concepts of marketing, eg. Units such as *Marketing: An Introduction or Principles of Marketing* at SCQF level 7.

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.

Outcome 1

Explain the role and structure of the UK promotional industry.

Knowledge and/or Skills

- ◆ Role of promotion within the marketing mix
- ◆ Structure and individual organisational roles within the industry
- ◆ Relationships and interdependence between organisations within the industry

Outcome 2

Describe the legal and voluntary controls for the UK promotional industry.

Knowledge and/or Skills

- ◆ Self-regulatory processes
- ◆ Legislative system which controls the industry
- ◆ Regulatory bodies and their role within the industry
- ◆ Impact of environmental and ethical issues on the industry

Outcome 3

Assess the main marketing communication tools.

Knowledge and/or Skills

- ◆ Characteristics of the main marketing communication tools
- ◆ Use of internet and digital media within the marketing communications mix
- ◆ Selection of media and marketing communication for different types of organisations

Outcome 4

Analyse marketing communication campaigns

Knowledge and/or Skills

- ◆ Collection and analysis of secondary data
- ◆ Recognition of campaign differentiation
- ◆ Identification of campaign objectives for different types of organisations
- ◆ Methods used for evaluating marketing communication tools

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

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

Outcome 1

- ◆ explain the role of promotion within the marketing mix.
- ◆ explain the structure, individual roles, relationships and interdependence of the following within the promotional industry:
 - advertisers (clients)
 - agencies
 - the Media
 - regulatory bodies
 - trade organisations.

Outcome 2

- ◆ describe the legal and voluntary controls which apply to the UK promotional industry including:
 - self-regulatory system which operates within the UK industry
 - legislative system which controls the UK industry related to the current Acts of Parliament
 - regulatory bodies and their role within the UK industry
 - environmental and ethical issues which can impact on the UK industry, including PESTEL and competitive factors.

Outcome 3

- ◆ explain the characteristics of and outline the advantages and disadvantages of the following communication tools:
 - advertising
 - sales promotion
 - personal selling
 - public relations
 - direct marketing.
- ◆ describe the use of the internet and digital media within the marketing communications mix, including their advantages and disadvantages.
- ◆ assess the suitability of marketing communication mix selection for use in campaigns related to different types of organisations.

Higher National Unit specification: Statement of standards (cont)

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Outcome 4

- ◆ identify two existing marketing communication campaigns with different organisational objectives.
- ◆ compare the two chosen campaigns in terms of:
 - the commissioning organisation
 - campaign purpose
 - overall organisational objectives
 - target markets
 - geographical coverage
 - general design
 - the range and types of media and marketing communication tools used
 - duration/timescales.
- ◆ describe the methods for evaluating each campaign, using three of the following selection criteria:
 - Cost
 - Objectives
 - Target audience
 - Time
 - Expertise.
- ◆ describe one qualitative and one quantitative method of evaluating digital media within each campaign.
- ◆ present research findings for each campaign in an industry acceptable format.

Assessment for Outcomes 1, 2 and 3 could take a variety of forms. Outcome 4 is designed to be assessed as an investigative project undertaken by individual learners.

Please see Guidance on Approaches to Assessment of this Unit in Support Notes for more details on assessment for the Unit.



Higher National Unit Support Notes

Unit title: Marketing Communications: An Introduction (SCQF level 7)

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 is a stand-alone Unit and also a mandatory Unit within the HNC/HND Marketing framework and has been designed to provide learners with a basic knowledge and understanding of the promotional industry and its tools. It is aimed at learners considering a career in marketing and could be delivered in conjunction with other Units with content related to the marketing mix, ie *Principles of Marketing* and *Principles and Practices of Selling etc.*

Outcome 1

- ◆ Learners will gain an understanding of the purpose of promotion, and its role in the marketing mix. The Unit will provide an insight into the process where organisations work together to produce successful campaigns on behalf of the promoter (client). Learners will understand the specific roles that these organisations play in terms of their experience, expertise and specialities, which is extremely important in a very competitive industry.

It should also cover the role of promotion within the marketing mix in relation to the following functions:

- ◆ Creating awareness
- ◆ Providing information
- ◆ Reminding
- ◆ Persuading
- ◆ Changing attitudes
- ◆ Creating an image
- ◆ Customer acquisition

Higher National Unit Support Notes (cont)

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Outcome 2

- ◆ Learners will gain insight into the legal and voluntary controls and restraints which can impact on the UK promotion industry. This is an area of the industry that is rapidly changing and updating due to new government legislation, the rise in promotional activity, and digital media (including social media). Therefore, it is crucial for learners who may progress into Higher Education and/or employment, to be able to understand the regulatory systems related to broadcast and non-broadcast promotional activity, as well as the recent changes in legislation which impact on the use of digital and social media.

This Outcome should cover the characteristics and functions of the self-regulatory system which operates within the industry. Currently this could include:

- ◆ Ofcom (Independent regulator and competition authority for the UK communications industries)
- ◆ ASA (Advertising Standards Authority)
- ◆ ASBOF (Advertising Standards Board of Finance)
- ◆ CMA (Competition in Markets Authority)
- ◆ FCA (Financial Conduct Authority)
- ◆ CAP (Committee of Advertising Practice)
- ◆ BCAP (Broadcast Committee of Advertising)

It also covers the purpose of government legislation, in terms of current parliamentary acts which are in place to protect consumers. Currently, these include:

- ◆ Consumer Rights Act
- ◆ Consumer Protection from Unfair Trading Regulations
- ◆ Consumer Credit Act
- ◆ Sale of Goods Act
- ◆ Data Protection Act
- ◆ Supply of Goods and Services Act
- ◆ Financial Services Regulations Act

Finally, this Outcome also covers the current regulatory bodies and their role within the industry and current environmental and ethical issues which can impact on the industry, including PESTEL and competitive factors.

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Outcome 3

Learners will cover knowledge and understanding of each element of the marketing communications mix, and their individual purpose and role within the industry.

Knowledge and understanding of the underpinning theory and principles of marketing communications will assist learners in matching techniques and tools to different organisational requirements.

An insight into how marketing communication tools can be applied for maximum effect, will inform learners of the importance of appropriate tool selection when designing individual campaigns. Examples of how integration of communication tools can be used to complement each other and create campaign consistency will provide a foundation of knowledge and understanding for further study in this subject area. This is particularly relevant when related to the blend of online and offline marketing communication tools and techniques currently used within the industry.

Outcome 4

Learners will undertake an investigative project, through desk research which aims to compare two campaigns based on different organisational objectives.

It is recommended that the learners' choice of campaigns should either be current or have existed within the past 5 years, and the campaigns must include digital media techniques and tools. It is recommended that learners choose campaigns which have been designed for at least two different sector organisations as this will provide a greater opportunity for comparison and discussion related to differentiation of promotional requirements and objectives. Tutors should assist learners in their selection of campaigns to ensure that those chosen will provide information and data for all Evidence Requirements of this Outcome.

Learners will identify methods which could be used by organisations and look at secondary data to evaluate the success of these campaigns and the marketing communications used. These methods should include both quantitative and qualitative, in particular for digital tools and social media.

Learners will present the findings of their investigations in an appropriate and industry acceptable format, which should include all relevant evidence to substantiate their project.

Full credit transfer can be given from the old version of this Unit, ie DV8V 34 *Principles of Promotion* to this Unit.

Higher National Unit Support Notes (cont)

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Guidance on approaches to delivery of this Unit

This is a stand-alone Unit, however where delivered as part of a Group Award, it is recommended that this Unit be taught in conjunction with *Principles of Marketing* as this allows the learner to fully understand the role of Promotion within the Marketing Mix. It is important for learners to be able to identify the theoretical connection between the four Outcomes, as they are interdependent, ie all elements should be compatible.

It is envisaged that the Unit should be delivered through a variety of methods. As Outcomes 1, 2 and 3 are theory based, it is recommended that teaching methods include learner centred participative approaches, eg interactive quizzes, group work competitions, story boards, presentations, relevant YouTube videos, DVDs, field trips, guest speakers, creative classroom activities, etc. Learners should also be encouraged to use and explore blogs, wikis, Facebook, Twitter, YouTube, Tumblr, Pinterest, Apps, etc as digital and social media platforms now play an integral role in promotional activity.

Outcome 4 is designed to be student-led, as it is an investigative project. Learners will be expected to undertake desk research on promotional campaigns which have run over the last 5 years. They should be encouraged to investigate at least two campaigns which have been commissioned by organisations from different sectors. This could include a NPO organisation like a charity, a public sector organisation, and a multi national corporation.

Tutors should assist learners in their choice of campaigns to ensure all Evidence Requirements are covered.

The aim is for learners to identify campaigns which have been designed to meet different organisational objectives, then compare and contrast them. Learners must also make reference to methods of evaluating the success of these campaigns. Tutors can provide a guide to learners which should outline what has to be included in their project. As much evidence as possible from their investigations should be recorded, preferably in an e-portfolio. Where appropriate, learners could demonstrate a summary of their findings in a class presentation. This would be particularly beneficial for class members, as they would be given the opportunity to observe a range of contrasting campaigns from other learners. The presentation would also provide a suitable opportunity for learners to exhibit associated multimedia related to their chosen campaigns, including social media links.

Guidance on approaches to assessment of this Unit

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

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 should be transferable to work or further and higher education.

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Outcomes 1–3 could be assessed in open-book conditions, eg in the form of a series of extended response questions presented in report(s) format containing appropriate examples and images to substantiate evidence.

Alternatively, these Outcomes could also be assessed by the delivery of an oral presentation accompanied by PowerPoint slides or flipcharts, poster presentation, the use of Blogs or Wikis, e-portfolios, video clips, etc.

Outcome 4 is designed to be assessed through individual learners undertaking an investigative project. Discussion and evidence from findings should be presented in an appropriate professional format as agreed with tutor.

Tutor checklists designed to incorporate Evidence Requirements for all Outcomes can assist with assessment and feedback to learners.

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.

Opportunities for developing Core and other essential skills

This Unit will provide opportunities to develop Core Skills in:

Communication: learners will have many opportunities to develop both Written and Oral skills in conveying information and opinions regarding the promotional industry; they will also present their promotional campaign proposals.

Problem Solving: learners will have many opportunities to develop all aspects of problem solving; they will use analysis and reasoning to make decisions and create ideas, etc on a promotional campaign; based on their research, they will review and evaluate the success of their selected campaigns.

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Information and Communication Technology (ICT): learners will have opportunities to use *ICT* to access a wide range of information about the promotional industry as well as using software and digital media for analysing and presenting their findings on their selected promotional campaigns.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Marketing Communications: An Introduction (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 provide you with an understanding of the role of promotion within the marketing mix, and covers the main components of the marketing communications mix and their individual characteristics. Information covering online and offline marketing communication techniques is included in the Unit, and how different industry sectors/organisations utilise specific elements of the promotional mix. The Unit looks at what makes a campaign successful and how the organisation measures the success of the campaign.

The Unit provides information related to the individual roles played by key organisations operating in the industry and how they interact. This will include information on bodies/organisations which are responsible for regulating the industry and how the regulatory system operates. You will have the opportunity to apply the knowledge and theories by undertaking a project, where you will look at what's involved in two different campaigns. You then look at how organisations measure the success of these campaigns.

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

- ◆ explain the role and structure of the UK promotional industry.
- ◆ describe the legal and voluntary controls for the UK promotional industry.
- ◆ explain the main marketing communication tools.
- ◆ analyse marketing communication campaigns.

Assessments will be outlined by your tutor. These are likely to include production of reports or extended responses to questions on a range of issues regarding promotion, marketing communications and the legal aspects of this sector. You will also undertake a project where you will research, analyse and outline your findings on two different promotional campaigns.

This Unit will provide opportunities to develop *Core Skills in Communication, Numeracy, Problem Solving, and Information and Communication Technology (ICT)*.

To undertake this Unit, it would be helpful if you have an understanding of marketing, eg and promotion, Units such as *Marketing: An Introduction* or *Principles of Marketing* at SCQF level 7 or equivalent. It would also be helpful if you had *Communication Skills* at SCQF level 5.

This Unit is mandatory within the HND in Marketing — and successful achievement of the Unit and the HND award could provide opportunities for progression to HE and/or employment in marketing, advertising and PR or related sectors.