SQA Advanced Unit specification

General information

Unit title: Digital Marketing Communications: Website Tools and Techniques (SCQF level 7)

Unit code: HX5K 47

Superclass: CC

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Version: 03

Unit purpose

This unit is designed to give learners an overview of the digital marketing sector and the key digital platforms used for corporate communication. This unit is intended to develop the knowledge and digital skills of learners keen to take up an entry-level marketing, advertising and/or PR role.

Specifically this unit aims to give learners a particular understanding of the importance of an organisational website as the key foundation of online marketing; and develops their knowledge and skills to create a website using a content management system (CMS).

This is a stand-alone unit but also the first of two units intended to be delivered in sequence to cover the fundamental principles of online marketing. The sequential unit (*Digital Marketing Communications: Content Development*) covers how the other digital communication platforms integrate with the website.

Outcomes

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

1 describe the scope of the digital marketing sector
2 describe the role and purpose of an organisation's website in developing an external marketing communication strategy
3 use a CMS template to create a website for an organisation

Credit points and level

1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the unit

Learners should have good communication skills and competent IT skills. This could be demonstrated by achievement of core skill of *Communication* and *ICT* at SCQF level 5, or by possession of English or Business Administration at SCQF level 6 or equivalent.

Core skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill   None

Core Skill component   Critical Thinking at SCQF level 5
                                Providing/Creating Information at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

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.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website.

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**.

SQA Advanced Unit Specification: Statement of standards

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

Describe the scope of the digital marketing sector.

Knowledge and/or skills

♦   Size, scale and growth of the digital communication sector
♦   Scope of current digital sector tools used by organisations
♦   Factors driving future growth

Outcome 2

Describe the role and purpose of an organisation's website in developing an external marketing communication strategy.

Knowledge and/or skills

♦   Integration of other marketing communication tools
♦   Corporate identity
♦   Communication needs of external stakeholders
♦   SEO
♦   Content management
♦   Website analytics

Outcome 3

Use a CMS template to create a website for an organisation.

Knowledge and/or skills

♦   Domain names and post fix considerations
♦   Website structure and navigation bars
♦   Use of header and footer banners
♦   Integrating visuals and graphics
♦   SEO
♦   Typography
♦   Home page copy and content
♦   Web links to other business content and external sites
♦   Designing with mobile and tablet considerations in mind
♦   Data capture for e-marketing
♦   Plug-ins and add-ons

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

Outcome 1:

♦ review the current size and scale of the digital marketing industry in terms of:
— share of UK marketing communication £ spend
— anticipated growth in the sector over the next 2−5 years
♦ identify six current digital marketing communication tools and/or techniques
♦ describe three external factors driving future growth in the digital marketing sector

Outcome 2:

♦ with reference to an organisation of your choice:
— describe a corporate communication campaign which effectively utilises both on and off line communication channels
— identify the key features of this website which supports the organisation's corporate identity
— identify three marketing communication tools which have been integrated into the organisation's website
— describe how the website's content has been developed to meet the corporate communication needs of two external stakeholders (excluding customers)
♦ explain the importance of SEO for an organisation
♦ describe the responsibilities relating to content management which are routinely undertaken by the in-house marketing personnel
♦ describe analytics available to monitor and evaluate website traffic and how this can be used in marketing planning

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Outcome 3:

Using a CMS template to create a website for an organisation, learners must incorporate the following:

Website Structure	Minimum of x3 site pages; (home, other content, contact page)
Corporate Identity	Logo graphic incorporated into header banner Consistent typography and font size Consistent colour palette Consistent tone of communication Consistent styling — header and footer banners replicated on each page of the website
Home Page	Visually appealing 'landing' page created to engage audience Navigation bar is clearly visible signposting site content
Content Copy and Basic SEO	Appropriate headlines, titles and subtitles are used to engage the audience Content copy is sufficiently informative Relevant SEO words and phrases are embedded appropriately in the text
Visuals	Minimum of two visuals per page (photos, images or graphics)
Mobile/Tablet Optimisation	Website must be mobile optimised
Web links	Website must have minimum of one hyperlink to a relevant external website
Plug-ins/Add-ons	At least one plug-in to be added to the site (such as visitor counter)

Contact Page Information	♦ Key contact information page should be set up for website incorporating:
	  — person or organisation contact details (name, title, e-mail)
	  — address
	  — google map
	  — opening or contact times

Sitemap	CMS sitemap content must be fully completed (eg page names, meta-tags, etc) and sitemap copy must be SEO optimised by incorporating key words and search phrases within text

In the creation of their website, learners have to adhere to current etiquette and practice and conform to the legal and voluntary regulations which cover digital marketing communications.

Assessment can take a variety of forms: see Guidance on Approaches to Assessment of this unit in Support Notes for further details.

SQA Advanced Unit Support Notes

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 40 hours.

Guidance on the content and context for this unit

The emphasis of this unit is on developing a learner's digital marketing skills and knowledge.

Outcome 1 sets the context of the unit by defining the scope of the sector. Statistically learners will learn the £value share which digital represents of total UK marketing spend and review industry forecasts for the next 3–5 years. Additionally, they will review current digital platforms and tools being used by organisations to support their on line marketing presence.

At the core of online communications for most organisations is their website. The website is also an important part of an organisation's corporate identity. Within the Outcome 2, learners will therefore look at professionally developed websites and see what features of a website link to an organisation's corporate identity. Additionally, learners will evaluate how effectively many large-scale organisations use their website to integrate all their communications to a wide range of external stakeholders.

Many small organisations cannot afford web developers fees — or the subsequent professional management fees for editing the content of their website. Instead, they tend to opt to create their own website using one of the many CMS now available on the market such as Wix.com. These systems require only basic computing skills (equivalent to Microsoft Office Word) and offer not only cost savings but also flexibility to review website content without any third party costs or time delays.

The ongoing management and maintenance of CRM sites usually falls to the junior marketing or advertising and PR personnel within a business. Employability within the sector for an entry-level job increasingly demands applicants to:

♦ be familiar which how to adapt and edit CMS templates
♦ understand the basic principles of website design
♦ have a basic understanding of how to deploy content management techniques to ensure the website is fully optimised

The topic of SEO is complex and is only introduced in this module to a very basic level. In Outcome 2, learners cover why SEO is important to an organisation. In Outcome 3, they will learn and apply some very basic SEO principles, such as creating web links and using key word-search software to aid development of the initial content copy and sitemap. The sequential unit (*Digital Marketing Communications: Content Development)* develops this topic further in terms of ongoing content development.

The emphasis of the learning and teaching for this unit surrounds the principles of basic web design, Outcome 3 therefore requires the learner to create and publish a three-page website using a basic CMS template. Learners will need to adapt the CMS template to a given brief. It will require them to consider the design features relating to corporate identity; logo, colour palette, typography, header and footer banners, as well as the tone of communication. It will also require them to consider factors relating to audience engagement and fulfilling stakeholder needs in terms of:

♦ headings
♦ copy and visuals
♦ ease of contact

Given the dominance of internet browsing through mobile and tablets, learners will also need to consider the design factors impacting on these devices and ensure their site is mobile optimised.

It is the aim of Outcome 3 is not only to develop web design skills but also to enable learners to create a portfolio of achievement which they can use when approaching employers for work experience or perhaps showcase their creativity and skills at an interview. The sequential unit (*Digital Marketing Communications: Content Development*) will continue this by enabling learners to showcase their integration of social media, blogs and other digital content. It is possible other stand-alone units such as Corporate Identity could also be integrated to further develop their digital portfolio.

In terms of teaching and learning there would be considerable advantages for learners if teaching staff within centres delivering any technology based units, such as Using Software Applications (USAP) or Digital Imaging, collaborated to integrate teaching and learning. In the case of USAP, learners cover c.5 software applications but these can be selected at the discretion of individual centres, eg a CMS such Wix.com and/or design software such as Adobe Photoshop or Indesign could be included as the software selection if considered appropriate.

Guidance on approaches to delivery of this unit

Delivery of this unit will require all learners to have access to a computer. In preparation for delivery of this unit, centres will need to ensure any appropriate licensing of computer software has been processed.

This is a stand-alone unit but also the first of two units to develop digital marketing skills and knowledge. The sequential unit (*Digital Marketing Communications: Content Development*) covers how the other digital communication platforms integrate with the website. If both units are being delivered to a learner group, this unit must be delivered first.

A suggested 16-week teaching plan is outlined but this is purely provided as a guide for unit delivery. Centres can approach delivery in any way they deem appropriate.

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Integration with other teaching units, such as USAP, is likely to additionally support the delivery and teaching of this unit. Further collaboration within other units such as communication units may also be possible to help learners produce website content - both in this unit and blogs, etc within the sequential unit.

It is highly likely learners will be **unable** to complete all designated practical tasks within class time and will have to prepare draft content and research self-directed in their own time.

Digital Marketing Communications: Website Tools and Techniques — Weekly Planner (based on 16-week session)

Wk1   **Overview**
What is digital marketing?
Digital tools and techniques used by organisations
Size, scale, growth of the sector in terms of £value share
Future projections for digital marketing

Wk2   **The role and purpose of a website in an organisation**
Driving sales and customer engagement
Key element of Corporate Identity (look/tone/consistency)
Integration of external communications to multiple stakeholders

Wk3   **Web design basics**
Introduction to CMS
Introduction to SEO
Introduction to Analytics
Website duties and responsibilities undertaken by junior marketing staff

Wk4   **Assessment — Outcomes 1 and 2**

Wk5   **Briefing Outcome 3 Project Task**
Issue website design project brief
Set up CMS account and choose template
Basic overview of web hosting, creating domain names and their post fixes
Home Task: Learners to create logo and decide principal colour palette for site

Wk6   **Headers and footer banners**
Header and footer banner
Navigation tool bar

Wk7   **Homepage planning and layout**
Layout and grid structure principles
Revision of corporate ID principles to be applied
'Key word-search' apps

Wk8   **Website copy**

Wk9   **Basic Photoshop tutorial**

Wk10   **Website visuals**
              Copyright, free and paid image sites

Wk11   **Backlinks and external web links**
              Contact page completion

Wk12   **Plug-ins and apps**
              Mobile and tablet optimisation

Wk13   **Sitemap completion**

Wk14–16   **Remediation/complete coursework**

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.

On an outcome-by-outcome basis:

Outcome 1: Learners are required to show a general understanding about the scope of the digital sector. Statistically it requires them to be aware of the £value share it currently represents and what changes are forecast for the next 2−3 years as well as describe current trends and techniques being used by organisations. It can be completed under open-book conditions using a wide variety of assessment methods:

♦ Responses to set of restricted-response questions
♦ Multiple-choice questions (manual or electronic assessment)
♦ Individual talk (eg approximately 2−3 minutes) to tutor or class group
♦ Electronic submission (via podcast or video)

Outcome 2: This requires individual learners to show their understanding about the role and purpose of a website by relating theory to an example organisation. Learners should be self-directed in researching any organisation of their choice and the assessment can be completed under open-book conditions using a wide variety of methods:

♦ Written responses to set of restricted-response questions
♦ Individual oral presentation (approximately 4−5 minutes) to tutor or class group
♦ Electronic submission (via video file)

Outcome 3: A project-based assessment to create a website using a CMS template. It is expected learners will work on this project both during class time and at home. It is recommended that centres monitor website development at key stages throughout the project task to validate that the final 'published' site is the learner's own work.

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Centres can choose any suitable CMS. As an example, the CMS Wix.com is free to all users (for basic package) and requires no additional computer licensing software. Using a free access system will provide more flexibility for learners to work on their project at home and at college. It will also enable this assessment in the future to be further development if the learner wishes — and to be used as part of a 'portfolio of achievement' when applying for jobs future vacancies.

Learners should be encouraged to access each other's sites and give feedback during the design stages. It is expected the final site will be published live on the web for tutors to validate and ensure external contact links are operational.

The website can be developed to a case study brief **or** for an actual client or cause.

Learners have to adhere to current etiquette and practice and conform to the legal and voluntary regulations which cover digital marketing communications.

Combining outcome assessment:

Outcomes 1 and 2

Options could include:

♦ written responses to set of restricted-response questions
♦ a combination of manual or electronic multiple-choice and extended-response questions
♦ individual oral presentation (approximately 6−8 minutes) to tutor or class group
♦ electronic submission (via uploaded video file)

Outcomes 1, 2 and 3 (a client based presentation)

There is also scope to integrate all elements of assessment into one project which learners would complete at the end of unit, eg as an oral presentation.

Outcome1: The introduction of this presentation for example could scope out for the client the importance of using digital marketing techniques given; current £share and forecasts, consumer trends and successful techniques being exploited by businesses.

Outcome 2: The role and importance of the website at the centre of online marketing could then be explained to the client. The importance of SEO and benefits of analytics highlighted. Finally using an example organisation (or perhaps a competitor organisation), learners could describe how their website was being used effectively — re corporate identity and stakeholder communications, etc.

Outcome 3: The learners would showcase their proposed website 'live' highlighting for example, how factors of corporate identity and keywords had been embedded in the website plus other features such as visuals and external link.

The presentation could conclude with benefits of using a CMS for the client with particular attention to tasks easily then undertaken by the client's internal team.

Oral assessment provides excellent experience for learners to develop presentation skills and build confidence, however, the necessary class time allowance for this style of assessment may be a constraint in classes where there are large numbers of learners.

The unit has been written with the emphasis weighted towards developing digital skills and knowledge. There is opportunity for learners to self-video and upload or for learners to film each other. Alternatively it may be possible to integrate assessment with a communication unit assessment. The assessment materials (video and PowerPoint) could be shared by both tutors but marked independently.

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.

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.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit, in particular Outcomes 1 and 2. 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 has the Critical Thinking component of Problem Solving and the Providing/Creating Information component of Information and Communication Technology embedded in it.

This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5 and Providing/Creating Information at SCQF level 5.

Depending on the teaching, learning and assessment approaches adopted there are opportunities to develop Core Skills as follows:

Communications: Components Oral Communication and Written Communication
Learners are to produce content and copy for the home page of an organisational website.

Learners may provide evidence for theory requirements in the form of oral presentations or podcasts or as short responses to questions.

Information and Communication Technology (ICT): Component Providing/Creating Information

Within this unit, learners are to use a range of *ICT*/software tools, eg to create content (ie using CMS) and visuals, plug-ins and apps for mobile and tablet optimisation; use key word-search apps, etc.

As learners progress through this unit, they can also generate a digital portfolio, which could showcase their creativity and, eg be used to improve their employability prospects.

History of changes to unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking and Providing/Creating Information at SCQF level 5 embedded.	June 2018
03	Minor amendments to Evidence Requirements of Outcome 2	18/09/18

Further information
Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our Centre Feedback Form.

General information for learners

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 has been designed as both a 'stand-alone' unit and as the first of two units, ie:

Digital Marketing Communications: Website Tools and Techniques
Digital Marketing Communications: Content Development

In this first unit, *Digital Marketing Communications: Website Tools and Techniques* you will mainly look at and apply the principles of website design. To begin with you will consider the wider digital marketing sector, review digital platforms and tools used by organisations and the how a website is an important part of an organisation's corporate identity. You will then apply this knowledge by creating a website for an organisation using a CMS; touch on basic SEO; create links and use keyword search software. These are all highly desirable skills for anyone wishing to pursue a career in public relations and marketing.

It is unlikely that you will be able to complete all practical tasks in class time so you will have to undertake some research and prepare content in your own time too. You also have to ensure that everything you develop is in line with professional etiquette and conforms to current legal and voluntary regulations covering digital marketing communications.

Assessments will be outlined by your tutor/assessor but for the theoretic aspects it could include multiple-choice questions or short response questions; short oral presentations or a podcast/video, etc. For the practical assessment, as outlined above, you are to create a website for an organisation using a CMS.

As you progress through this unit, you could start developing a portfolio of achievement, which could showcase your creativity in designing a website which could assist you, eg at job interviews for employment in the marketing or PR sector.

In this unit, there are opportunities to develop core skills in *Problem Solving*; *Communication;* and *Information and Communication Technologies (ICT).*

This Unit has the Critical Thinking component of Problem Solving and the Providing/Creating Information component of Information and Communication Technology embedded in it. This means that when you achieve the Unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 5 and Providing/Creating Information at SCQF level 5

For further information: in the follow-on unit, *Digital Marketing Communications: Content Development*, you will further develop skills, knowledge and tools to create and link digital media platforms to a basic website for an organisation. You will also further develop first-hand knowledge of SEO tools, content-management tools and various analytics tools for both websites and social media platforms.