



Higher National Unit specification: general information

Unit title: Principles of Promotion

Unit code: DV8V 34

Superclass: BA

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Version: 03

Unit purpose

The Unit is designed to provide candidates with knowledge and understanding of the role and composition of the promotional industry, as well as the main promotional tools. It also allows the candidate to explain and evaluate the use of these tools by different industry sectors.

On completion of the Unit the candidate should be able to:

- 1 Explain the role and structure of the promotional industry.
- 2 Explain the regulatory system operating in the promotional industry.
- 3 Define the main promotional tools.
- 4 Evaluate the use of promotion by different organisations.

Recommended prior knowledge and skills

Access to the Unit is at the discretion of the centre. However it would be beneficial if the candidate had achieved Core Skills *Communication* at SCQF level 5.

Credit points and level

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

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

General information (cont)

Core Skills

There are opportunities to develop Core Skill of *Communication* and *Problem Solving* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

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.

Assessment

In order to achieve this Unit, candidates must provide evidence that they have satisfied the minimum Evidence Requirement for each Outcome.

Outcomes 1–3 refer to underpinning knowledge and skills and may be assessed by restricted response questions or sets of short answers. These require candidates to identify and describe the role, structure, regulation and tools used in promotion.

Outcome 4 may take the form of structured questions based on case study/stimulus material and require candidates to evaluate the use of promotional tools by different organisations.

An exemplar pack and marking guidelines have been produced to include the national standard of achievement required at SCQF level 7.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

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. Candidates 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

Explain the role and structure of the promotion industry.

Knowledge and/or Skills

- ◆ The role of promotion within the marketing mix
- ◆ The structure of the promotion industry
- ◆ The role of each type of organisation
- ◆ The relationships between organisations

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain the role of promotion, covering:
 - creation of awareness
 - provision of information

plus **three** of the following:

- reminding customers
- persuading customers
- allowing product and service comparisons
- creating an image
- creating loyalty
- changing attitudes

- ◆ explain the structure of the industry, covering:
 - advertisers and promoters
 - agencies
 - the media
 - regulatory bodies

plus **one** of the following:

Higher National Unit specification: statement of standards (cont)

Unit title: Principles of Promotion

- media owners
- trade organisations

- ◆ explain the role of each type of organisation:
 - advertiser
 - agencies
 - the media
 - regulatory bodies

plus **one** of the following:

- media owners
- trade organisations

- ◆ explain the relationship between **three** of the following organisations:
 - advertiser
 - agencies
 - the media
 - trade organisations

Assessment Guidelines

The assessment may take the form of a restricted response paper or a set of short answers to be completed under closed-book conditions. The questions should be designed to encourage candidates to apply and relate their knowledge gained from the Outcome.

Higher National Unit specification: statement of standards (cont)

Unit title: Principles of Promotion

Outcome 2

Explain the regulatory system operating in the promotion industry.

Knowledge and/or Skills

- ◆ Self-regulatory system
- ◆ Legislative system
- ◆ Regulatory bodies
- ◆ Environmental and ethical issues

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain the self regulatory system, including:
 - OFCOM
 - ASA
 - BCAP
- ◆ outline the impact of current legislation on the Promotional Industry, discussing **two** items from the following:
 - Communication Act 2003
 - Consumer Law
 - Data Protection Act
 - Copyright, Designs and Patents Act
 - Control of Misleading Advertisements Regulations
 - Competition Act
 - Broadcast Act
 - Lotteries Act
- ◆ describe the role of **two** of the following Regulatory bodies:
 - OFT
 - Trading Standards
 - Competition Commission
- ◆ explain how the changing external environment could impact on future regulation of the promotional industry

Assessment Guidelines

The assessment may take the form of a restricted response paper or a set of short answers to be completed under closed-book conditions. The questions should be designed to encourage candidates to apply and relate their knowledge gained from the Outcome.

Higher National Unit specification: statement of standards (cont)

Unit title: Principles of Promotion

Outcome 3

Define the main promotional tools.

Knowledge and/or Skills

- ◆ Techniques of media advertising
- ◆ Techniques of sales promotion
- ◆ Techniques of personal selling
- ◆ Techniques of public relations
- ◆ Techniques of direct marketing

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ define media advertising and explain the key characteristics for **three** of the following:
 - press
 - magazine
 - TV
 - radio
 - cinema
 - outdoor
 - new media
- ◆ define sales promotion and explain the key characteristics of **one** main sales promotional tool from the following:
 - money based promotions
 - product based promotions
 - competition based promotions
- ◆ define personal selling and explain the key characteristics of **one** of the following:
 - one-to-one selling
 - presentation
 - telephone selling

Higher National Unit specification: statement of standards (cont)

Unit title: Principles of Promotion

- ◆ define public relations and explain the key characteristics of **four** of the following tools:
 - press releases
 - interviews
 - conferences
 - meetings
 - video production
 - exhibitions
 - brochure/magazine production
 - sponsorship

- ◆ define direct marketing and explain the key characteristics of **one** of the following:
 - direct mail (including electronic mail)
 - telemarketing
 - direct response advertising

Assessment Guidelines

The assessment may take the form of a restricted response paper or a set of short answers to be completed under closed-book conditions. The questions should be designed to encourage candidates to apply and relate their knowledge gained from the Outcome.

Outcome 4

Evaluate the use of promotion by different organisations.

Knowledge and/or Skills

- ◆ Criteria for selecting promotional techniques
- ◆ Evaluation techniques for promotional methods
- ◆ The use of promotion by different industry sectors

Evidence Requirements

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

- ◆ apply the correct selection criteria for **three** of the following:
 - cost
 - objectives
 - target audience
 - time
 - expertise and experience

Higher National Unit specification: statement of standards (cont)

Unit title: Principles of Promotion

- ◆ describe promotional evaluation techniques for **three** of the following:
 - media coverage
 - CPT
 - OTS
 - awareness
 - redemption levels
 - sales

- ◆ evaluate and compare the use of promotion by **two** different industry sectors

Assessment Guidelines

The assessment may take the form of structured questions based on case study/stimulus material, covering two industry sectors. The materials and questions allow the candidate to apply their knowledge and evaluate difference between campaigns from different industry sectors.

Higher National Unit specification: support notes

Unit title: Principles of Promotion

This part of the Unit specification is offered as guidance. The support notes 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 mandatory Unit within the HNC/HND Marketing framework and has been designed to provide candidates with a basic knowledge and understanding of the promotional industry and its tools. It is designed specifically for candidates considering a career in marketing and is designed to be delivered in conjunction with other Units with content related to the marketing mix, ie *Principles of Marketing* and, *Principles and Practices of Selling*.

Guidance on the delivery and assessment of this Unit

It is recommended that this Unit should be delivered in conjunction with the Unit Principles and Practices of Selling to provide a comprehensive introduction to promotion. It is envisaged that an integrated approach to the teaching of this Unit will be adopted whereby candidates will appreciate the links that exist between the four Outcomes. There is also merit in an integrative approach with the other three Units linked with the marketing mix, as detailed above, to allow candidates to fully appreciate the role and position of promotion within the mix.

Candidates should be encouraged to collect examples of current promotional campaigns, the current views on promotional activity and the promotional industry through access to news articles, trade journals and the internet. They should also be encouraged to evaluate and debate the merits of promotional campaigns through the use of case material and discussions.

With a notional 80 hours of teaching and learning for the delivery of this Unit, a suggested guide is:

- Outcome 1 — 10%
- Outcome 2 — 10%
- Outcome 3 — 50%
- Outcome 4 — 30%

These figures are given only as a guide and are not mandatory.

The following notes give additional information on each Outcome.

Higher National Unit specification: support notes (cont)

Unit title: Principles of Promotion

Outcome 1

The role of promotion:

Position in the mix, AIDA, reminding, persuading, reinforcing, image building

The structure of the industry:

Advertisers — consumer goods, business goods, services, charities, public sector organisations

Agencies — full service, a la carte, media independents, sales promotions, public relations, direct marketing, and product development

The media — press, TV, Radio, magazines, outdoor, cinema

Media owners — SMG, News International

Regulators — Self and Legislative control

Trade organisations — ISP, Advertising Association, DMA

Roles and relationships between organisations

Assessment for this Outcome could be a restricted response paper or a set of short answers to be completed under closed-book conditions, with questions encouraging candidates to apply and relate their knowledge gained from the Outcome. It is suggested that candidates are given two hours to complete the assessment. This is an indicative time only and a flexible and pragmatic approach is encouraged. Any additional time allocated to the candidate is at the discretion of the individual centre.

Outcome 2

The need for and types of regulation

Key legislation

The changing environment — digital technology, media literacy, new legislation, the role of government, social and health concerns

The assessment for this Outcome could also be a restricted response paper or a set of short answers to be completed under closed-book conditions. Again the questions should encourage candidates to apply and relate their knowledge gained from the Outcome. It is suggested that the candidates be given two hours to complete the assessment. This is an indicative time only and a flexible and pragmatic approach is encouraged. Any additional time given to a candidate is at the discretion of individual centres.

Outcome 3

Key elements of the promotion mix and the individual tools associated with each part of the mix.

The assessment for Outcome 3 could also take the form of a restricted response paper or a set of short answers to be completed under closed-book conditions, with the questions encouraging candidates to apply and relate their knowledge gained from the Outcome. It is suggested that candidates be given two hours to complete the assessment. This is an indicative time only and a flexible and pragmatic approach is encouraged. Any additional time given to a candidate is at the discretion of individual centres.

Higher National Unit specification: support notes (cont)

Unit title: Principles of Promotion

Outcome 4

Factors considered when planning a campaign — time, budget, objectives, target audience. past experience/expertise

Evaluation of success — key indicators, examples of industry measurements

Current and past examples of campaigns from different sectors. Sectors could include FMCG; consumer durables; B-2-B; services; government; charities; not-for-profit.

The assessment for this Outcome could questions based on case study/stimulus material, covering two industry sectors. The materials and questions will allow the candidate to apply their knowledge and evaluate difference between campaigns from different industry sectors. Candidates may be allowed two A4 pages of notes and for standardisation, this is to contain a maximum of 500 words. It is envisaged that candidates are given two hours to complete the assessment. This is an indicative time only and a flexible and pragmatic approach is encouraged. Any additional time allocated to the candidate is at the discretion of the individual centre.

Opportunities for developing Core 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	Level 6	The tasks required by this Unit can contribute to the reading and writing aspects of this Core Skill.
Written Communication (Reading)	Level 6	Candidates are expected to read and understand complex written information.
Written Communication (Writing)	Level 6	Candidates have to produce well-structured and clear responses addressing the Evidence Requirements. Written evidence can be provided, eg, in the form of extended response answers which may be assessed in controlled conditions.
Problem Solving	Level 6	There is the opportunity to develop Problem Solving Skills in Outcome 4. Skills in accessing and evaluating a range of sources which provide current materials on professional concerns, issues and ideas will be developed, in order that candidates are able evaluate underpinning complex information from a range of paper based and electronic sites.

Higher National Unit specification: support notes (cont)

Unit title: Principles of Promotion

Open learning

If this Unit is delivered by open or flexible learning, additional resources and materials will be required for candidate support, assessment and quality assurance.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
02	Core Skills — enhanced information. Evidence Requirements — more clearly defined. Assessment Guidance — more flexible with much detail moved to the Support Notes. Guidance on Content — removed reference to <i>Managing Distribution Unit</i> as no longer a mandatory Unit in the HN Marketing award. Information for candidates — amended to reflect changes in the Unit specification.	24/03/11
03	Inclusion of electronic mail in final Evidence Requirements of Outcome 3.	10/11/11

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General information for candidates

Unit title: Principles of Promotion

This Unit is designed to give you an understanding of the role of promotion, what types of organisations make up the industry, how it is regulated and how different organisations use promotion.

It looks at how promotion fits in with other marketing activities, the types of organisations that operate in the industry, the parts played by these organisations and how they interact.

Finally it looks at how different organisations use promotion, what makes a promotion successful and how the organisation measures the success of a campaign.

Throughout the Unit you will be encouraged to collect examples of current promotional campaigns, the current ideas on promotional activity and the promotional industry through access to news articles, trade journals and the internet. In addition you will also be encouraged to evaluate and debate the merits of promotional campaigns through the use of case material and discussions.

On completion of this Unit, you should be able to:

- ◆ explain the role and structure of the promotional industry
- ◆ explain the regulatory system operating in the promotional industry
- ◆ define the main promotional tools
- ◆ evaluate the use of promotion by different organisations.

In order to complete this Unit successfully you are required to achieve a satisfactory level of assessment, which could take a variety of forms, eg closed-book restricted responses or sets of short answers; and a structured question paper related to case study material. However your tutor will outline clearly the exact assessment arrangements.