



Higher National Unit specification

General information

Unit title: Marketing: Brand Management (SCQF level 8)

Unit code: HC4A 35

Superclass: BA

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Version: 02

Unit purpose

This Unit is aimed at providing learners with the knowledge and understanding of branding techniques which can raise awareness of products and/or services, resulting in brands becoming very prominent in a highly competitive market. It allows learners to understand the crucial strategic role of branding within an organisation, including information on creating a successful brand strategy. Additionally, learners cover the nature and value of brands and how they are managed within an organisation. It enables learners to understand the complexities of relating to a target audience, and achieving a successful brand with the aid of offline and online media techniques.

Media consumption from consumers and the creation of brand awareness has changed significantly due to digital media. Incorporating digital and social media into brand strategies has become crucial for effectiveness in the current environment — in particular across different industry sectors. This Unit therefore includes these issues too.

Outcomes

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

- 1 Explain the impact of brand development.
- 2 Explain how offline and online media branding techniques can influence brand management.
- 3 Create a proposal for a digital promotional campaign.

Credit points and level

1 Higher National Unit credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)

Higher National Unit Specification: General information (cont)

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Recommended entry to the Unit

Access to this Unit is at the discretion of the centre.

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 6 Planning and Organising at SCQF level 6

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 (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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 impact of brand development.

Knowledge and/or Skills

- ◆ Brand definition
- ◆ Branding development
- ◆ Importance of branding across different industry sector organisations
- ◆ Offline and online media that supports branding

Outcome 2

Explain how offline and online media branding techniques can influence brand management.

Knowledge and/or Skills

- ◆ Key elements of building and creating a successful brand identity
- ◆ Offline and online branding techniques
- ◆ Brand equity
- ◆ Brand strategies
- ◆ Legal issues related to brand management

Outcome 3

Create a proposal for a digital promotional campaign.

Knowledge and/or Skills

- ◆ Methods and tools to assess brand portfolio of an organisation
- ◆ Market review and competitor analysis
- ◆ Digital promotional campaign to reposition the brand of an organisation

Higher National Unit specification: Statement of standards

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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

- ◆ explain the term branding, including a definition and main purpose of brand strategy.
- ◆ explain the development of branding, both past and present, in terms of:
 - historical development
 - benefits to an organisation
 - factors which influence brand development across different industry sectors including:
 - consumer
 - retail
 - B2B
 - not/non for profit organisation
- ◆ identify the factors which create a brand's identity.
- ◆ explain how branding can influence audience perception.
- ◆ explain how an organisation can use media to successfully raise awareness of their brand.
- ◆ explain how an organisation can use offline and online media to help reposition a brand.

Outcome 2

- ◆ explain key elements of building and creating successful brands through multi-media, including digital technologies.
- ◆ explain the concept of brand equity.
- ◆ explain different brand strategies which can be adopted by an organisation, covering **five** of the following:
 - corporate branding
 - product branding
 - family branding
 - re-branding
 - brand extension/stretching
 - co-branding and endorsing strategies
 - international branding
- ◆ explain the legal issues which directly impact brand management, including:
 - legal responsibilities governing brands
 - intellectual property rights of brands

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

- ◆ Analyse the business portfolio of an organisation and suggest recommendations for the rebrand of an existing product **or** the launch of a new product. The analysis must include the use of **one** of the following models:
 - product life cycle
 - product positioning map
 - product portfolio planning

And recommend appropriate approaches which focus on online media.

- ◆ Produce a proposal for an online media campaign to rebrand an existing product **or** launch a new one

Assessment for all Outcomes could take the form of a single project. Or alternatively, the Unit can be assessed on an Outcome by Outcome basis which could take a variety of formats. Please see Guidance on Approaches to Assessment of this Unit in Support Notes for more details.



Higher National Unit Support Notes

Unit title: Marketing: Brand Management (SCQF level 8)

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

This single credit Unit at SCQF level 8 provides learners with knowledge and understanding of the principles of branding. Additionally, learners will gain the skills required to identify organisational activities, which are key to brand management and development within an organisation. It will develop skills in applying appropriate techniques and tools used within the context of brand management. By understanding the methodologies behind this, the learner will enhance their employability skills and potentially progress into a relevant field or, as part of an HN Group Award, articulate into higher education.

Outcome 1: Learners gain the required knowledge and understanding of relevant theory related to the concept of branding.

Outcome 2: Learners gain an understanding of how successful brands can currently command monetary value within the stock market and how this value can be measured. Learners also gain knowledge related to the various brand strategies which can be adopted by organisations, as well as their individual characteristics. Finally, learners will be familiar with the legal responsibilities of organisations which govern brands — including intellectual property rights related to brands.

Outcome 3: Learners evaluate an organisation's current brand portfolio, which, eg could be outlined in a case study or related to an appropriate organisation. Learners will be involved in the design of an online media campaign which aims to raise awareness of rebranding an existing product within the organisation's portfolio **or** the launch a new product. This Outcome can be undertaken either on an individual basis or in groups.

Full credit transfer can be given from the old version of this Unit (DV8M 35) to this Unit.

Guidance on approaches to delivery of this Unit

For Outcomes 1 and 2, learners could take on the role of a 'Brand Manager' for a selected organisation where they would be involved in researching current trends; undertaking competitor analysis; considering design decisions for product development which would include appropriate creatives, etc.

The activities in Outcome 3 then enable learners to plan and deliver activities (either individually or as a group) to raise awareness of rebranding an existing product within an organisation's portfolio **or** the launch a new product.

Higher National Unit Support Notes (cont)

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Where learners work in groups, it is recommended that this should be in groups of three or four people where they will base their portfolio and presentation on a case study or an appropriate organisation. However, individual learners should play an appropriate role in the contribution of any group presentation. Again, if working in groups, learners will discover that it is important to encourage each member of their team to be confident about their ideas and to ensure that the project is successful. All ideas will be considered in groups before final decisions are agreed. This will allow learners to understand the process of working with others which is typical in the industry. Learners must be guided by their tutors through each step of the project.

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.

Outcome 1: Given the nature of research involved, the assessment could be completed under self-direction outwith the classroom. Learners, for example, could produce a response which explains the fundamental theory of branding and then apply their knowledge of brand development by relating this to a successful brand of their choice. Examples and images could be used to substantiate evidence.

It is envisaged that learners undertake desk research related to how existing organisations use brand management and this will assist them to provide examples to support their discussion on the underpinning theory of branding. Their response can take a variety of formats, such as blogs, wiki or a report. Where in written format, it is expected to be around 1,500 words to ensure all Evidence Requirements are covered.

Outcome 2: As per Outcome 1, assessment could be completed under self-direction outwith the classroom where learners demonstrate their knowledge of creating successful brands through the use of multi-media techniques.

It is envisaged that learners undertake desk research to provide appropriate examples related to theory. Their response can take a variety of formats, such as blogs, wiki or a report. Where in written format, it is expected to be around 1,500 words to ensure all Evidence Requirements are covered. Also, this Outcome could be assessed through a learner presentation, with supporting materials to ensure all Evidence Requirements are covered.

Outcome 3: Learners can be assessed on an individual basis or as part of a group. It is recommended that learners' proposals for an online media campaign are targeted at managers or decision makers in an organisation. Proposals are aimed to raise awareness of rebranding an existing product within an organisation's portfolio **or** the launch of a new product.

Higher National Unit Support Notes (cont)

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Where learners deliver a formal presentation, it would be expected to last c. six minutes to ensure all Evidence Requirements are covered. It is also recommended that the presentation is recorded to provide supporting evidence.

Where assessment is on a group basis, it is recommended that learners work in groups of three or four people where they will base their portfolio and presentation on a case study or an appropriate organisation. Learners collectively evaluate the organisation's current brand portfolio and are then assessed by presenting their campaign proposals, which are supported by the submission of their research evidence and justification of digital media selection.

Alternatively, assessment for all Outcomes could take the form of a single integrated project covering all Evidence Requirements.

Checklist(s) devised from the Evidence Requirements of each Outcome could be used to assess learners and provide relevant feedback.

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 concept and application of online and offline brand management techniques; they will also present their online media campaign proposals for either rebranding an existing product or for branding of a new product.

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, proposals, etc regarding the rebranding of an existing product or the launch of a new product; they also have to plan and organise their branding campaign; and undertake an evaluation, supported by the submission of their research evidence and justification of digital media selection.

Working with Others: where learners work in groups, they will have many opportunities in Outcome 3 to work co-operatively with others to evaluate an organisation's current brand portfolio; also in a group, they consider an organisation's current brand portfolio and then present their online media campaign proposals for rebranding an existing product or launching a new one.

Higher National Unit Support Notes (cont)

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Information and Communication Technology (ICT): learners will have opportunities to use ICT to access a wide range of information about branding and the legal responsibilities of organisations which govern brands, as well as the relevant intellectual property rights; as well as using software and digital media for analysis and designing of their online media campaign proposals, it is also likely that they will also use *ICT* in the presentation required in Outcome 3.

This Unit has the Critical Thinking and Planning and Organising components of Problem Solving 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 6 and Planning and Organising at SCQF level 6.

History of changes to Unit

Version	Description of change	Date
02	Core Skills Components Critical Thinking and Planning and Organising at SCQF level 6 embedded.	24/05/16

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General information for learners

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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 single credit Unit at SCQF level 8 is aimed at developing knowledge and understanding of branding techniques which raise awareness of products and services to help ensure that their brands become prominent in highly competitive markets. You will cover key aspects such as the use of offline and online branding techniques; the importance of branding within an organisation; how to create a successful brand strategy; the nature and value of brands and how these are managed within an organisation. Digital and social media will also be included as this is having a significant impact on brand management across different industry sectors.

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

- ◆ explain the impact of brand development.
- ◆ explain how offline and online media branding techniques can influence brand management.
- ◆ create a proposal for a digital promotional campaign.

Assessments will be outlined by your tutor and are likely to include production of responses, based on your own research regarding brand development and brand techniques. You will also present your proposals for an online media promotional campaign, eg for the rebranding of an existing product or the launch of a new one.

To undertake this Unit, it would be helpful if you have an understanding of marketing and promotion, eg achieved relevant Units at SCQF level 7 such as *Principles of Marketing* and *Principles of Promotion* or equivalent.

This Unit is mandatory within the HN in Marketing and optional in the HN in Advertising and PR — and successful achievement of this Unit and these HN awards could provide opportunities for progression to HE, employment in marketing, advertising and PR or related sectors.

There are opportunities to develop Core Skills in *Communication*, *Working with Others and Information* and *Communication Technology (ICT)*.

This Unit has the Critical Thinking and Planning and Organising components of Problem Solving 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 6 and Planning and Organising at SCQF level 6.