



Higher National Unit specification

General information

Unit title: Corporate Identity (SCQF level 8)

Unit code: HP8F 35

Superclass: BA

Publication date: September 2017

Source: Scottish Qualifications Authority

Version: 2

Unit purpose

This unit is designed to enable the learner to understand the role of corporate identity and how it can contribute to organisational success in today's business landscape. Learners will develop knowledge of the different aspects of a corporate identity and will be able to analyse and evaluate the corporate identity strategy of different organisations.

Learners will also have the opportunity to apply corporate identity principles to a given brief.

Outcomes

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

- 1 Explain the factors that contribute to an organisation's corporate identity.
- 2 Evaluate corporate identity ethos, style, design and standards
- 3 Devise a strategy for establishing a corporate identity.

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. However it would be useful if the learner has communication skills at SCQF level 7 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 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.

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 factors that contribute to an organisation's corporate identity.

Knowledge and/or skills

- ◆ Differences between corporate identity and corporate image
- ◆ Creation of a corporate identity
- ◆ Physical elements contributing to corporate identity
- ◆ Contribution of the non-physical factors to corporate identity
- ◆ Impact of technology on an effective corporate identity

Outcome 2

Evaluate corporate identity ethos, style and standards.

Knowledge and/or skills

- ◆ Organisational ethos
- ◆ Mission, vision and values
- ◆ Design, style and standards
- ◆ Communication of corporate identity

Outcome 3

Devise a strategy for establishing a corporate identity.

Knowledge and/or skills

- ◆ Corporate identity and organisational objectives
- ◆ Creative strategy for new design, communications and behaviours

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

- ◆ define corporate identity and corporate image and outline the differences between them.
- ◆ explain how the corporate identity is created across an organisation.
- ◆ explain the role of the physical elements that communicate a corporate identity.
- ◆ explain how non-physical factors contribute to an organisation's corporate identity.
- ◆ explain the impact of technology on corporate identity and image.

Outcome 2

- ◆ evaluate how the corporate identity has been created for three different organisations based on ethos, style and standards.
- ◆ evaluate the effectiveness of the communication of different organisations' corporate identities.
- ◆ demonstrate consistency of different organisations' corporate identities in both online and offline activities.

Outcome 3

- ◆ establish ethos through new vision, values and objectives to promote culture and behaviours.
- ◆ devise and justify a detailed creative strategy for new corporate design and communications for an organisation.
- ◆ produce five elements of new corporate identity design.



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 40 hours.

Guidance on the content and context for this unit

This is a stand-alone unit at SCQF level 8 and also in a range of HN Marketing and Advertising and PR awards.

The unit is aimed at learners who are undertaking study in marketing, advertising and PR and have the ambition of working in this type of area in the future. And achievement of this unit will also provide an understanding for further study at SCQF level 9 or above.

Outcome 1 explores the concept of corporate identity and discusses how a corporate identity is created and communicated throughout an organisation, covering:

- ◆ Corporate identity: How an organisation wants to be perceived; can be manifested through behaviours, communications, and design.
- ◆ Corporate image: How an organisation is perceived by the external stakeholders.
- ◆ Organisational ethos: encapsulated through an organisation's mission/vision/values statements; what an organisation believes in, the way they want to do things.
- ◆ Corporate design, style and standards: logo; typeface/fonts; images; colours; slogan, layout and composition. With clear consistency throughout the organisation.
- ◆ Physical elements contributing to corporate identity:
 - brands, products, and services.
 - environments and buildings.
 - where the corporate identity appears, incorporating logo and corporate colours, eg webpages and other online platforms; advertising; PR materials; leaflets; carrier bags; annual reports; stationery; packaging; brochures; leaflets, uniforms; 'Point of sale' materials, etc. All having clear adherence to design, style and standards.
- ◆ Non-physical factors contributing to corporate identity: (intangible) behaviour and culture. Fuelled by organisational ethos. What do people do that encapsulates the corporate identity? For example, processes, meetings; language used.
- ◆ How has technology affected corporate identity: such as, greater emphasis on online platforms as the point of contact with external stakeholders; variety of digital platforms, consistency and standards required.

Higher National Unit support notes (cont)

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Outcome 2 gives learners the opportunity to research corporate identities of different organisations. This will involve evaluating the effectiveness of the organisation creation and use of ethos; corporate design; communications and behaviours. This should take place for organisations across the private, public, and third sector, ie not for profit.

Outcome 3 allows learners to develop and design a corporate identity for an organisation. This will cover establishing ethos through new vision, values and objectives to promote culture and behaviours; devising a detailed creative strategy for a new corporate design, communications, and behaviours through sketches, drawings or designed digitally. This could include new logo; font; new slogan; corporate colours; business stationery; website; leaflets; uniform; shop front; 'Point of Sale' materials; office space, etc.

Guidance on approaches to delivery of this unit

In terms of delivery, a variety of approaches should be used and due to the content, there is the opportunity to use methods of learning such as group work and discussions. The research and presentation aspects would allow a practical, learner-centred approach to be adopted. The use of technology to aid learning should be promoted where possible. It is envisaged that online research will be used frequently.

Learners should be encouraged to broaden their knowledge of organisations operating in different sectors. They should be encouraged to actively seek out and consume different media channels and research current trends.

It may be useful to contact an internal marketing/branding executive or an organisational development specialist to be a guest speaker or to visit a relevant organisation for a talk on corporate identity. These would provide further contexts for learning.

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.

Overall, a creative, flexible, and pragmatic approach to assessment is encouraged. Evidence could be gathered via a variety of methods, such as in-class, reports, presentations, blogs, wikis, etc.

The unit could be assessed holistically with the learner developing a portfolio of appropriate evidence that covers the requirements of all outcomes. This could be a traditional portfolio of hard copy evidence or an e-portfolio of digital evidence or a combination of both.

Higher National Unit support notes (cont)

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Alternatively, it could be assessed on an outcome by outcome basis such as:

Outcome 1: A set of extended responses to set questions or by an out-of-class report, where learners relate knowledge of specific issues.

Outcome 2: A set of extended responses to set questions. If assessed in class the learners should be allowed access to a limited amount of materials, such as logos, typefaces, brochures, etc for the organisations chosen.

Assessment questions should encourage the learner to research different organisations and demonstrate knowledge by evaluating different organisational approaches to corporate identity. This assessment could provide an opportunity for learners to compile a portfolio of different organisations corporate identity. E-portfolios or wikis could also be encouraged to gather evidence.

Learners are required to evaluate three organisations. It is recommended that these are from across private, public and third sectors as this would allow analysis of corporate identity approaches across commercial and non-commercial sectors. Learners could select organisations based on their own interests but to ensure all evidence requirements are covered, the learner's choice of organisations is to be approved by tutor.

Outcome 3: A formal presentation to a client, outlining the new corporate identity proposed with back-up sketches and samples. This may be to a fictitious or real client depending on the organisation chosen. It could be for a new organisation or a 'rebrand' of an existing one. The learner would therefore assume the role of a corporate identity consultant. To ensure all evidence requirements are covered, it is envisaged an oral presentation would be around seven minutes. The tutor could act as a fictitious client and ask questions of the learner at the end of the presentation in a short question and answer session. It is recommended that learners produce a brief report to accompany their presentation

Finally, a combination of tutor checklists, recordings of presentations and/or peer assessment could be used to ensure all evidence requirements of the unit are covered.

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.

Higher National Unit support notes (cont)

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Opportunities for developing Core and other essential skills

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

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

Communication: Components Oral Communication and Written Communication

Learners are expected to read and understand complex written information across all outcomes of this unit. Assessments for this unit can include written work and/or oral presentations eg responses to questions for outcomes one and two; and for outcome three, a presentation (written or oral) on their creative ideas for a new corporate identity. This is also likely to include a question and answer session by the tutor to probe for underpinning knowledge, to challenge learners' ideas or to ensure all evidence requirements are covered.

Information and Communication Technology: Components Accessing information and Providing/Creating Information

Learners are to access a wide range of information on all aspects of corporate identity and organisational ethos which will mainly be through use of on-line sources. They can also use a range of digital tools to present their evidence, including creative copy to support their corporate identity proposals

As learners progress through this unit, they will have acquired skills to develop a new corporate identity for an organisation; enhance their creative skills and understand how corporate identity helps form the 'ethos' of an organisation. They could also generate a portfolio of evidence which could be used to improve their employability prospects.

History of changes to unit

Version	Description of change	Date
2	Critical Thinking and Planning and Organising components at SCQF level 6 embedded	20/09/17

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General information for learners

Unit title: Corporate Identity (SCQF level 8)

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 is a stand-alone unit at SCQF level 8 and also in a range of HN Marketing, Advertising and PR awards. It is for those studying marketing, advertising and PR and would like to work in this sector (or related area) in the future. Also achievement of this unit could help you with further study of marketing and advertising at SCQF level 9 or above.

It is designed to help you understand the vital role that corporate identity has in helping organisations achieve success. You will explore the concept of corporate identity and look at the differences between corporate identity and corporate image. You will look at the physical and non-physical factors in the makeup of corporate identity. You will also consider the importance of an organisation's mission statement in formulating their ethos, ie what the organisation believes in. You will have an opportunity to create a new corporate identity for an organisation.

On achieving this unit, you will be able to:

- 1 Explain the factors that contribute to an organisation's corporate identity.
- 2 Evaluate corporate identity ethos, style, design and standards
- 3 Devise a strategy for establishing a corporate identity.

Assessment arrangements will be outlined by your tutor/assessor but could include the production of reports or responses to questions or use of a portfolio to build up your evidence as you work your way through the unit. It is also likely that you will present your ideas for a new corporate identity for an organisation, eg to your tutor acting as a client, then respond to questions within a short question and answer session.

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

And in this unit, there could be opportunities to develop Core Skills in Oral and Written Communications; and *Information and Communication Technology (ICT)*.