



Higher National Unit specification

General information

Unit title: Direct Marketing (SCQF level 8)

Unit code: HP8G 35

Superclass: BA

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Unit purpose

This unit is designed to provide an overview of what direct marketing is and how it can utilise a range of different media types.

By undertaking this unit, learners have the opportunity to produce a direct marketing plan aimed at helping an organisation to achieve its business objectives. This includes the production of creative materials to reach target audiences. The unit aims to cover the importance of customer acquisition and retention, as well as the cross over with sales promotion. And given the significant development in digital technology, the unit highlights the impact this is having on direct marketing.

Outcomes

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

- 1 Explain the role and characteristics of direct marketing.
- 2 Produce a direct marketing plan for an organisation.

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 is recommended that learners have an awareness of the advertising industry which could be demonstrated by achievement of the HN Unit *Advertising: The Advertising Industry* or equivalent at SCQF level 7 or equivalent. Also competence in communications is beneficial, which may be demonstrated by possession of Core Skill *Communications* at SCQF level 6.

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

Unit title: Direct Marketing (SCQF level 8)

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 characteristics of direct marketing.

Knowledge and/or skills

- ◆ Role of direct marketing
- ◆ Benefits and features of direct marketing
- ◆ Customer acquisition strategy
- ◆ Customer retention strategy and lifetime value concept
- ◆ Media choice
- ◆ Impact of technology on direct marketing
- ◆ Legal and voluntary controls

Outcome 2

Produce a direct marketing plan for an organisation.

Knowledge and/or skills

- ◆ Direct marketing planning
- ◆ Media selection
- ◆ Creative material

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:

For Outcome 1:

- ◆ explain the role of direct marketing in achieving marketing objectives.
- ◆ explain the benefits and features of direct marketing.
- ◆ explain the customer acquisition process in the context of **two** of the following:
 - market selection
 - profiling
 - targeting
- ◆ explain customer retention strategies and the application of 'lifetime value concept'.
- ◆ explain how digital technology has impacted on direct marketing in relation to:
 - communication
 - response/evaluation
 - materials used
 - media selection
 - databases
 - integration with sales promotion
- ◆ explain one legal and one voluntary control which constrain direct marketing.

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For Outcome 2:

Create a direct marketing plan for an organisation of their choice which will include:

- ◆ objectives for the direct marketing campaign.
- ◆ justification of the target market selected.
- ◆ justification of media selected to deliver the campaign and meet objectives — utilising one traditional and one digital media type.
- ◆ how the campaign database would be obtained.
- ◆ response methods.
- ◆ evaluation methods.
- ◆ a campaign schedule, including costs, timings and dates.
- ◆ rationale for a creative proposal which will facilitate the campaign.
- ◆ the creative proposal to reach target audiences and meet objectives.

Assessment

The unit can be assessed in a variety of ways. More guidance on assessment can be found in the support notes.



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

The unit encourages learners to think about how direct marketing is utilised as part of the promotional mix, and how developments in technology have meant that marketers need to constantly innovate their methods to stand out from the competition. The unit also explores the link between direct marketing and sales promotion, particularly where direct marketing is done digitally, eg using offer codes which are often time-bound.

In Outcome 1, learners will cover what direct marketing is and how it can benefit both brands and consumers. They also will understand how direct marketing is used to help organisations meet their business objectives. Given the significant development of digital technology, they will also look at the impact this is having on direct marketing.

In Outcome 2, learners apply the theory from Outcome 1 into practice by creating copy and an appropriate direct marketing plan for an organisation.

Guidance on approaches to delivery of this unit

For Outcome 1, learners should be encouraged to collect examples of direct marketing materials from both traditional and digital media campaigns which can be used as examples for class discussions and exercises as well as referenced in their written work. The class tutor could keep materials so that the whole group could access them.

Learners should consider the target audiences for direct marketing materials, and how different media types and copy help to reach these audiences. Learners should be aware of the evolution of direct marketing, and how it has changed and become more sophisticated as technology develops and changes, and consumers become more technologically aware.

For Outcome 2, learners will produce a direct marketing plan. This could be for a case study set by the tutor or for the organisation of their choice — examples might include a sports club or theatre group, a college or university, or a retailer. Learners should be encouraged to carry out research into direct marketing campaigns that their chosen organisation has carried out as this will help them to get a feel for the house style and tone of voice for their communications. Learners should consider the campaign's target audience(s) and be mindful of this when selecting the media type to be used for the campaign. Where possible, a cross platform campaign, utilising traditional and digital media types should be used.

Higher National Unit support notes (cont)

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Learners should be mindful of how direct marketing links to other elements of the promotional mix, in particular, sales promotion, as well as how materials used and key messages should integrate with advertising where possible.

Innovative and creative solutions should be encouraged in terms of the communication, media, including digital media and database selection, but strong emphasis should be placed on accountability, effectiveness, appropriateness, analysis and evaluation.

The organisation can be one from case study materials or one selected by the learner. Where the learner is selecting the organisation, tutors should provide guidance to ensure that the organisation selected is appropriate and will allow candidates to cover all evidence requirements.

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.

Possible suggestions include:

- ◆ For Outcome 1 — a series of questions in open book conditions which could be answered in a variety of formats, eg written, oral or as a presentation, etc.
- ◆ For Outcome 2 — production of a creative direct marketing plan undertaken as a project, under open book conditions, with lecturer support.

Learners can also use examples of current marketing materials to illustrate their responses.

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

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

Problem Solving: Components Planning and Organising; Critical Thinking; and Review and Evaluation

Learners are to plan, organise and complete the complex task of developing a creative direct marketing plan for an organisation. When producing their creative plan, learners will analyse and seek solutions to a range of theoretical and practical problems. They have to identify necessary resources as well as working towards specific targets and objectives. Within the direct marketing plan, learners also have to establish evaluation methods for their campaign proposals — thus providing opportunities for learners to develop elements of planning, critical thinking and general problem solving skills.

Communications: Components Oral Communication and Written Communication

For both outcomes, learners are expected to read and understand complex written information. Assessments for this unit can include written work and/or oral presentations, eg responses to questions for outcome one including customer retention strategies; application of lifetime value concept; legal/voluntary controls constraining direct marketing; impact of digital marketing, etc. Learners also have to produce a direct marketing plan for an organisation.

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

Within this unit, learners are to access a wide range of information on direct marketing 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 direct marketing plan.

Numeracy

As part of developing their creative direct marketing plan, learners need to work within cost budget constraints, eg when planning direct marketing activities. They also have to identify quantitative methods of evaluating the success of the direct marketing campaign.

As learners progress through this unit, they will acquire skills and knowledge necessary for effective direct marketing for an organisation and work towards specific objectives and targets. These could be used to enhance learners' employability prospects.

History of changes to unit

Version	Description of change	Date

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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 is a stand-alone unit at SCQF level 8 and also included 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 type of area (or related area) in the future. Also achievement of this unit could help you with further study of marketing and promotion at SCQF level 9 or above.

This unit is intended for those already familiar with the principles of marketing and promotion. You will already be aware of many of the ideas and concepts covered so the main emphasis of the unit is the application of these ideas. You will look at the role of direct marketing, research the industry and analyse current campaigns. This will help you to understand why organisations use direct marketing and how digital technology is driving the development of the industry.

You will then produce a creative direct marketing plan for an organisation. The emphasis here is on understanding the objectives of the organisation, identifying how direct marketing will help them to meet these goals — and then developing a plan that will successfully achieve these aims.

On achievement of this unit, you should be able to:

- ◆ explain the role and characteristics of direct marketing.
- ◆ produce a direct marketing plan for an organisation.

Your tutor will explain in detail the assessment for this unit but it is likely to be assessed by two separate assignments such as responding to a series of questions then applying this theory to the planning and production of a creative direct marketing plan.

There are also opportunities to develop Core Skills in *Communication, Numeracy, Problem Solving* and *Information Communication Technology (ICT)*.